

**A Critical Study
of the Organisation and Supervision
of
the Student Teaching Programme
in Saran District of Bihar**

**by
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Members of Supervisory Board

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Introduction

a) Importance of:

- i) Education, Teacher Training and Student Teaching**
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- i) Statement of the Problem and Hypotheses**
- ii) Purpose of the Present Study**
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**"As is the School , so is the Nation
As is the Teacher, so is the School"**

CHAPTER I

INTRODUCTION

Importance of Education, Teacher Training and Student Teaching.

1.1 The advancement of a nation depends primarily upon its effective school system. And her destiny is shaped in the classrooms. The success of the school system and the effectiveness of classroom teaching depend on the right type of teachers who man the institutions (20, 37 to 40). The old Greek proverb "as is the teacher, so is the school" holds good even in this country. But the fact that the teachers are the creation of a peculiar confrontation with the socio-economic order of a society can not however be brushed aside as insignificant nor this fact can be ignored that they are the creation of the training institutions existing in any particular period of time. In reality, the institutions that impart teacher education have much more responsibilities than any other agencies in shaping the character of the teachers. These institutions are also expected to enrich teachers' skill as well as their talent. To achieve this reality the institutions should follow a sound methodical programme in the theories of education and practice of teaching. Nevertheless, the success of the student teaching finally depends upon an orderly and well supervised programme. These are the important and most crucial considerations of the teacher training agenda (1, 18, 19, 21, 34 & 42).

1.2 Since the dawn of civilization, man has ever sought to cultivate and accumulate knowledge of his immediate environment, partly in order to survive and partly because of his innate curiosity.

In course of time, with the growth of culture and social order, the purpose of education has always been undergoing constant changes. The preservation of race during the pre-historic days, was replaced by the development of self (self-realization) of the individuals in ancient world and was complemented with an idea in the contemporary societies making it a means to bring about desired social changes. For all these, the preservation and perpetuation of accumulated knowledge together with the expansion and cultivation of the hidden treasures of the nature are thought to be the essential features of education. The explosion of knowledge in the different subject disciplines has posed even more solid problems which were not visualised in the past. Here arises a vital question. How are we going to transmit this information in a most suitable manner to the growing child who is yet ignorant of the store house of knowledge? This thought haunted mankind for several centuries until at last they felt the need of a sound system of training and education of teachers on well-groomed pedagogical foundations.

Need for Sound Student Teaching Programme:

1.3 The professional preparation of the modern teachers is of very recent origin in India (8,9,10). The latter half of the 18th century emerged with the monitorial system. But, with the opening of this century, pedagogy found an important place into the curriculum of elementary teacher training. Slowly and steadily the concept of teacher-training gave rise to the education of teachers. The inter-action of scientific and technological advancements in the field of education has contributed much in

the improvement of techniques of teaching. This must be impounded and incessant ways should be devised so that the student teaching may harmoniously flourish out of the theoretical knowledge imparted to the student teachers. As a result they may indeed be competent to share their responsibilities as teachers of the single teacher schools which constitutes about 53% of elementary schools throughout Bihar (43). Keeping these ideas in view, as well as the observations made by the Education Commission (1 - para 4.01, 4.02, 4.25, 4.45, 9.28, 9.29, 9.32) the need for such studies arises which may lead to the improvement of student teaching programs. Along with this we must keep in mind the needs, aspirations and the reality-goal of the nation.

Statement of the Problem and Hypotheses:

1.4 When one turns his eyes towards the existing programmes of student teaching, he finds that the student teachers are thoroughly equipped with the theoretical armoury of education so that they may practice it effectively in the real job-situations. The student teachers, of course, are given some opportunity (practice-teaching) to experiment, improve, understand, or cultivate their skills and abilities for teaching. On the other hand, it is found on casual observations of the practice-teaching programme that it is hardly related to the job requirements. It also becomes evident that the programme is not objective-oriented. Its organisation and supervision have become perfunctory. The current ideas are not easily allowed to creep into practice any more. Thus the need to study the prevalent practices of student teaching programme is essential so that the existing programme of student teaching may be improved and enriched.

Purpose of the Present Study:

1.5 Therefore, the aim of the present study is to investigate the present status of organisation and supervision of the student teaching programme in the elementary teacher training institutions in the state of Bihar. An attempt will be made to locate major problems and weaknesses of the programme. On the basis of the findings it may be possible to give some suggestions in order to improve upon the prevalent student-teaching programme.

Delimitations of the Present Study:

1.6 (a) In this study only the organisation and supervision aspects of student teaching programme are investigated since the success of the entire programme depends on these two crucial factors. (b) Moreover, the availability of time and money was very limited. Hence, the investigator thought to restrict the study to the institutions of one educational district only. The District of Saran was selected for the study. Further it was considered desirable to study the existing system of student teaching programme in a district area only, because under the decentralised system of Panchayati Raj, the district will be the unit of all planning and development in the state. c) For this study, the information was collected only from the principals of the training schools. Teacher educators and students were not included because of time limitations.

Review of Literature on Student Teaching in India and Abroad

Student Teaching Programme:

a) In India

Some observations and comments by various Commissions and Committees on Education

b) Abroad

- 1) Historical background
- ii) U.S.A.
- iii) U.K.
- iv) U.S.S.R.
- v) West Germany
- vi) Salient features

"Effective research must be based upon past knowledge. This would help to preclude the duplication of what is known and provide helpful suggestions of future investigation".

Jhon W. Best
Professor of Education
Butler University

CHAPTER II

REVIEW OF LITERATURE ON STUDENT TEACHING

2.1 In India no detailed study of the teacher education programme, related exclusively to the student teaching at the primary level, has ever been done by any agency involved in such activities. But, some stray thoughts have been given in the past in few Commission and Seminar Reports on education in general or elementary teacher-training programme in particular. However some of them have given suggestions about student teaching programme. This chapter presents the review of such literature available in the country. In addition, an attempt has been made to briefly describe the student teaching programme as followed in advanced countries of the world. This would help to locate our weaknesses in an objective manner and help improving the present student teaching programme for the elementary teachers.

2.2 Student Teaching Programme in India

To wage a war against the falling standards of Teacher Education, particularly with the student teaching programme, and to improve the efficiency and general state of affairs through better methods and practices of organisation and supervision of student teaching, setting aside the stereotyped practices of practice-teaching, had always been the concern of agencies like NCERT and IATE. Various commissions in the past have incorporated into their report suggestions for the improvement of teacher education programmes, at this level, but the administrators lost sight of the new demands of the profession, on this or that ground. Therefore, nothing constructive was done except the scholarly and academic discussions among learned circles. In fact, no marked

change has occurred in the patterns and practices that are being followed since the beginning of this century. Even the responsible governments have failed to take notice of the changing tides in the pattern of student teaching and internship. The recent Education Commission (1964-66) has categorically pointed out at different places that the provision of student teaching should become an integral part of all teacher education at all levels. (E.C., 4.25 - 1).

2.3 The Commission while throwing light upon prevailing condition of student teaching observes that "At present student teachers are commonly required to give a specific number of isolated lessons, many of which are often un-supervised or ill-supervised. The practice of continuous block teaching, the duration of which varies from two to six weeks, is adopted only ... in a few institutions and its organisation still leaves much to be desired. ... Moreover, this programme is very inadequate compared even to the present needs of schools." (EC, 4.25-1) On the basis of the situation referred above the Education Commission makes a strong plea for improvement of practice teaching, and making it a comprehensive programme of internship. (EC, 4.08, 4.09 - 1).

2.4 The Department of Teacher Education of the NIE was set up in 1964 for the qualitative development in the field of teacher education. In 1966 it decided to do something positive in the area of student teaching so that the whole programme of teacher education may be improved and strengthened. As such, in 1966 it organised on All India Preparatory Seminar, for

student teaching and evaluation, at Allahabad. In this seminar the problem was discussed in its broader aspects and was decided to start seminar-cum-workshops, in future, for the secondary teachers in the first place, and to re-orient at least 4 to 5 teacher educators of each and every secondary training colleges (NCERT-22). During the periods that followed, the department has successfully organised seminar-cum-workshop on student teaching held at Varanasi, Calcutta, Chandigarh, Baroda, Bhubaneswar, and Trichur and has covered all the states (NCERT - 23 to 27).

2.5 The reports of the different seminars are available and cover the multi-dimensional problems of the student teaching programme. An intelligent study of the reports give an insight into the concept, scope and purposes of student teaching together with the suggestions for improvement. Moreover, some criteria and rating scales have also been evolved for the evaluation of practice lessons and supervision of student teaching programmes.

2.6 From the above details it is evident that the department is mainly concerned with the student teaching programme in secondary training institutions, because such institutions are limited in number to 275 only as against 1550 at the primary level and are manageable on the one hand, while on the other it might have been thought to control and improve the basic institutions who are the feeder of educators at the primary training institution. Moreover, the training colleges might be expected to take the leadership in the field of teacher education and student teaching programme together with the universities in the light of the suggestions of the Education Commission. Hence, priority may be given to them.

2.7 The improvement of teacher education at the primary level, had the occasional concern of the Department of Teacher Education for the reasons given above. However, it followed the foot-steps of the Ministry of Education, Govt. of India, and undertook a survey at All India Level early in 1965 and the draft report was ready by 1968 and is under print as "National Survey of Elementary Education". The main purpose of this survey was to make an assessment of the existing state of elementary teacher education in all its 'qualitative and quantitative' aspects in each state and Union Territory. Chapter V of the report, deals with the practice of teaching, demonstration and criticism of lesson, supervision and organisation of practice teaching together with other instructional programmes. Moreover, suggestions for improvement in the student teaching programme have also been incorporated for future planning and improvement in the programme. (NCERT - 28).

2.8 In the 'Education of Primary Teachers in India' - report of the first national seminar (1961), a few worthwhile suggestions were given in relation to student teaching, i.e., classroom observation, organisation of school visits and follow-up, child study followed by written reports and discussions, planned practical work in relation to practice teaching, construction of teaching aids, and such other related suggestions on instructional programmes (5).

2.9 A few years later, in 1963, the All India Seminar on Elementary Teacher-training Programme in its report. (34), gave a detailed and much more valuable suggestions. It pointed out the existing gulf between theory and practice and advocated for an

integrated approach. It decided for the first time, in clear-cut terms the objectives that ought to be had for practice teaching, and suggested ways for improvement in the light of the existing anomalies. Besides, it gave an appreciable suggestion of printing and publishing hand-book for the planning and supervision of practice teaching in the elementary institutions, which later on was again discussed and approved in the Half-yearly Conference of the State Institute of Education (November 1964).

Moreover, it suggested that:

- (i) "There should be at least 18 weeks of teaching practice with 216 working hours of actual practice per trainee and the same amount of observation and assistance to the class in-charge during the two years of training of which a minimum of six weeks should be devoted to block teaching. Even ⁱⁿ case of free lessons when block teaching is not possible, care should be taken that lessons are not planned divorced from life situation in the school and community ..."
- (ii) Every training institution should have one or more experimental practising schools attached to it ... facilities of holding the practice in other schools in the neighbourhood of the training institution should be provided along with transport facilities.
- (iii) The teaching-practice supervisors must be trained graduates... excepting craft trained teachers ..." (Page 23) (34).

2.10 Again in 1965, in Elementary Teacher Education, report of the committee to evolve model syllabi, the existing

shortcomings of the programme of student-teaching and demonstration lessons were highlight in 3.14 to 3.16 & 4.24, and some recommendations were made. To quote "... It was suggested that the trainees should take over the entire school programme for a month at a time. Each batch of students should do this at least twice during the course of their training. It was further suggested that practice teaching should not be periodwise but the trainees should handle a class for a day or at least for half a day". (4.23 - 30).

2.11 It is painful to note that all the suggestions were not even partially implemented. The very ideas could not revolutionise the ideas of teacher educators and other administrative personnel concerned with education for primary teachers. And therefore, we are even today equipping our teacher trainees with the old outmoded pedagogical devices which are sure to lead them to failure under the changing needs and demands on a teacher in the changing social order under Panchayati Raj.

2.12 Student-Teaching Programme in Other Countries

In every country of the world, one may find different type of student teaching programmes which may be suitable to that community in that very culture. The type of programme, which is found in some advanced countries of the world, are the outcome of the natural process of growth in human thinking and in the sophistication of the instrumentalities of teacher training and education. The evolution is in process for the last few centuries. The maturation is mainly directed towards perfection and is closely associated with the habit of mind. In fact, the whole

programme of student-teaching may be viewed as the product of their social life, their material well-being and their intellectual power.

2.13 Historical Background

The origin of student teaching can be traced back to many sources, including the schools maintained by the Jesuit Order, the professional preparation of teachers begun at Besidow by Dessau in 1774, and Pestalozzi's Institute at Yverda, Switzerland (William, E.I.F., -21). The earliest normal schools made provision for student teaching in the belief that the best way to learn how to teach was to have actual contact with children in a real teaching situation. But the modern practice of student teaching is the outcome of experimentation and scientific developments in the field of education and educational technology.

2.14 With the advent of Dewey's philosophy of experimentalism in education and the establishment of his "Laboratory School", to fulfill the contemporary need of clearly formulated aims in education, laying sometimes excessive emphasis on the role of individual experiences and on action in validating thoughts and practices, and on the principle of change in social life has greatly influenced America and other advanced countries of the world. Now there may not be a single teacher preparing institution in these countries which do not provide individual opportunity for practice teaching under the supervision of one or more teachers either in their own laboratory school or in a public or private school with which they have contractual arrangements for practice-school facilities. But in recent times the

forces are in favour of having laboratory schools attached with the training institution for the purpose of observation, demonstration, and supervision of teaching on the part of students.

2.15 In U.S.A., the teacher education programme and the student teaching differ from one state to another, yet the period of student teaching is mostly of one "Semester" or 18 weeks. The student teacher had to spend the entire "Semester" working whole time in a school under the guidance of his cooperating teacher. He is given an opportunity in these schools to test all that he had learnt previously through theoretical discourses, and is thoroughly guided in all aspects of his work in school and community. He starts his work by assisting the cooperating teacher in class management and other normal routine work. He familiarises himself with various departments of the school and goes through all the records which are used in the recording and guiding the school-children. Consequently he gets a clear view of the diverse functions of the teacher, he observes his cooperating teacher in classroom teaching and slowly gets acquainted with the children of the class he may have to teach. Then he follows actual teaching in various classes through various methods and techniques of teaching. He plans his lesson, surveys community resources available, uses multiple audio-visual aids and tools, constructs and practices various evaluating devices and guides the individual children where necessity arises. Moreover, the student teacher participates in the co-curricular and extra-curricular activities with the school children, which is occasionally designed and planned by him with the help of the cooperating teacher and the superintendent of the school concerned.

2.16 During all this time, the student teacher is mostly guided by the co-operating teacher and occasionally by the supervisor of the training institution through pin-pointed discussions and sympathetic outlook. But he can seek the help of the supervisor at any time he is in need of, and his will is fulfilled to the most.

2.17 United Kingdom

In U.K. the main institutions for the training of elementary teachers, are the General Training Colleges in the set up of Area Training Organisations. The training period extends over 3 years and provide courses of study in theoretical and practical aspects of education. Those who opt for going to the junior and infant schools follow a broad based course.

2.18 The practice of student-teaching extends over a period of a "term", ranging from four weeks or more. Student teaching is done in the nearby schools, not always demonstration schools, and is guided and assisted purely by the staff of those schools. The staff of such practicing schools are taken to be the "Clinical experts" in student-teaching-learning. The student teachers are given the experience of teaching in different types of schools so that he may gather varied experiences of school-room situations and thus be able to solve the problems, if any, when he actually goes to the job.

2.19 U.S.S.R.

In the U.S.S.R. the "Pedagogic Schools" prepare teachers, for the kindergartens, and for first four years of the eight year school (elementary school). The training period is of two

years duration and student enter this institution after completing their studies in the eleven year secondary school.

Student teaching starts in the first year with observation of lessons in the primary school attached to the institute. After some time they are taken to other primary schools where they watch demonstration lessons and discuss them with their tutors. In the second year of their training, the students have three weeks of continuous block teaching, where they take a full range of lesson under the supervision of the Director of the school concerned.

2.20 "Pedagogical Institutes". In recent years, in U.S.S.R., Pedagogical Institutes have been opened. Though it primarily prepares teachers for the secondary schools having five years course of teacher preparation, yet it is open for teachers for primary and pre-schools. The course, for the latter, lasts for four years. Students who have some working experience in schools, and those who are the diploma holders from the pedagogic schools are admitted and fill in 80% of the seats meant for them. Only 20% well groomed students from the pedagogic schools are taken straight way.

2.21 Student teaching, here, starts in the third and fourth year and continues for a period of 16 to 19 weeks. Teaching practice starts with observation and discussion of lessons in the school attached to the institute and in other nearby schools. Continuous teaching is organised in local or rural schools. Supervision by the institute staff is occasional. Guidance in supervision during the teaching practice is thus mostly done by the staff of the practicing school.

2.22 In addition to the usual practice of student-teaching, every teacher has to put in three weeks of work as a youth leader in a summer camp during the third year. Hence the student has to organise and participate in a number of co-curricular activities. This training is given great importance in the total programme, and the philosophy is not only to train teachers for subject teaching but to train them to teach the children effectively and to take the leadership of the community he serves.

2.23 West Germany

The planning and execution of student teaching programme in various states of West Germany are in the most cases practically the same and of unified nature. Most of the Pedagogical Institutes conduct the courses for training teachers for primary and secondary schools. The duration of the course is six semester or term and the minimum qualification for undergoing the course is an 'Abitur' certificate (for the primary teachers only). In certain cases they have to pass the entrance examination of the institute.

2.24 The institutes organise the student teaching when they are in vacations since the practising schools do not enjoy such vacations. The practice teaching is arranged in the months of March or April for about four weeks in rural areas and in August and September for six weeks in the city schools.

2.25 During the first semester, the student teachers are oriented to various phases of school life, school curriculum, and methods of teaching etc. It is this period when they are especially trained by the college lecturers and senior teachers of the schools to identify their problems with regard to student

teaching, and acquaint them with the practical difficulties that may come from time to time in actual practice-teaching through seminars and meetings. At the end of the third semester, the student teachers are divided into groups of ten and are attached to certain schools of rural area for about four weeks. Similarly at the end of fifth semester, again they are required to undergo the training of practice-teaching in the city schools for about six weeks.

2.26 As regards supervision of teaching, the student teachers are attached to the different teachers of the practising school by the headmaster or principal of the concerned school. The senior teacher, who is called mentor, is the subject teacher in his area and is the class teacher in most cases. He takes constant care of the student-teacher.

2.27 The student teacher observes the class-teaching by the mentor and helps him in class-management and other such related works. He is also required to plan the teaching for the mentor and usually carries out the programmes of curricular and co-curricular activities, as and when assigned to it. He is also guided in recording the salient points of lessons observed; and in maintaining their diaries known as "Tagesbuch", when they actually practice teaching in the class-room. In this way, the mentor acts, ^{as} an effective and efficient teacher and guides the student teacher in practice teaching programme like a "friend philosopher and guide".

2.28 In the course of all this practice teaching programme, the student-assistant or tutors, attached to the lecturers of the institute, for this purpose, supervises the practice and give suggestion on the stray lesson given by the

he supervises, discusses the lesson given by the mentors and occasionally help student teachers in preparing their own plan.

2.29 The college lecturers and readers, occasionally visit the schools on pre-intimated dates and participates in the seminar meeting pre-arranged by the school headmaster. They encourage the student teachers in their work, discuss their doubts, if any, and try to solve their difficulties regarding the teaching techniques, procedures and evaluation work etc. Thus, the student teacher gains an insight into the curricular and co-curricular activities related to the job and gets an opportunity to test their own proficiency and confidence in the real school-room situations by actually experiencing teaching under the guidance of mentor, tutor (student-assistant), and the lectureess, readers of the institute and develop an understanding with respect to the changing needs of the schools, and the changing methods of teaching in classroom setting.

2.30 Purposes of Student Teaching in other Countries

Some of the common purposes of student-teaching in the countries that have been dealt with, appears to be:

- (i) To provide an opportunity to implement theory into practice and to check students' own understanding of principles the theories and practices in actual application;
- (ii) To have field activity so that the student teacher may identify his needs and locate problems and find out possible solutions through theoretical knowledge;
- (iii) To have an opportunity to function effectively in real classroom situations ^a as teacher by developing self-confidence in himself; and

(iv) To share the responsibilities as a leader of the community he serves like an enlightened citizen.

2.31 Some of the important feature of ^{the} organisation and supervision of the student teaching programme in these countries are summarised below:

- (i) The period of student teaching is 18, 19 and 10 weeks in U.S.A., U.S.S.R. and the West Germany respectively. Block pattern of teaching practice is adopted in all these countries.
- (ii) In addition to the teaching programme, the student teacher in U.S.S.R. has to put in 3 weeks of work as a youth leader in a summer camp. In U.S.A. a teacher has to go through a rigorous and intensive programme of internship in teaching-practice, while in West Germany, he has to work for two years at the job, the success of which finally decides if he would be awarded with the certificate of teaching or not.
- (iii) Supervision in almost all these countries is most intensive and thorough. The student teacher/s is generally guided by the practicing school teacher. Such teachers are most experienced and often more qualified. Besides, the staff of the training institution and other technical persons are always available to them when they are in need of. In any case, the ratio of student-teacher and the supervisory staff, never goes down than 1:1. As such, supervision is intensive, timely and well-planned. The objectives of supervision is better achieved through such practice.

Procedure

- a) Method Adopted**
- b) The Questionnaire:**
 - i) Initial Preparation**
 - ii) Try-out Made**
 - iii) The Final Form of the Questionnaire**
- c) Sample**
- d) Collection of Data**

The condition of training institutions for primary teachers is very depressing and their standards even more unsatisfactory than those of the secondary training institutions. A supreme effort is needed, on a high priority basis, to improve the situation.

- Education Commission (1 - 4,45) -

CHAPTER III

PROCEDURE

3.1 Method

For the present study there were three possible ways of collecting data from the institutions concerned. That is, through a) Interviews, b) Observations, and c) Questionnaire. In fact, atleast two parallel methods used at a time, had given more valuable informations regarding the present status of the student teaching programme, specifically related to the practices and procedures of the organisation and supervision of student teaching. But, in face of the limited resources and lack of sufficient time on the part of the investigator, together with his engagements in other curricular programmes, the method of survey through questionnaire was finally selected.

3.2 Preparation of the Questionnaire

A detailed questionnaire was developed for the collection of required data. The questions were framed to yield quantitative data regarding what, where and how much of the different aspects of the organisation and supervision of student teaching. The questionnaire such developed was meant only for the principals, of the different training schools of the area. The other possible informants, the teacher educators and the student-teachers were excluded from its perview. Because, it was neither possible under the existing circumstances, nor so essential to go through such an extent for an investigation which is in partial fulfilment of the Associateship Course of 10 months duration.

3.3 Tryout of the Questionnaire

The draft questionnaire was tried out on a sample of 6 teacher educators who participated in the Workshop on Elementary Teacher Education Curriculum, organised by the Department of Teacher Education, in February 1969. On the basis of the tryout experience the questionnaire was revised.

3.4 The Final Questionnaire

The final questionnaire consisted of seventy-seven questions (Appendix I). Each question was made up of sub-questions. Large number of questions were in closed-form or of restricted type. In most of such questions, a few open-form sub-questions of free-response type were included so as to call for free responses of the principals. The inclusion of free-response type questions was considered desirable so that the respondents may give their own views and possible reasons for their responses against restricted questions.

The questionnaire consisted of questions representing the different aspects of the student teaching. Aspect-wise questions are indicated below:

Aspect-wise of the Questionnaire in the total area	Total No. of Questions	Serial No. of the Questions
I	1	3
i) General informative questions : regarding:		
a) Training Schools	9	1.1 to 1.9
b) Practising Schools	6	2.1 to 2.6

<u>1</u>	<u>2</u>	<u>3</u>
ii) Organisation of Student Teaching:		
a) Aims and purposes of organising student-teaching	4	3.1 to 3.4
b) Preparation before student teaching	8	4.1 to 4.7
c) Student teaching - organisation of		
1. Practice Teaching	16	5.1 to 5.16
2. Demonstration Lesson	9	6.1 to 6.9
3. Lesson Plan	4	7.1 to 7.4
4. Observation of Lessons in Schools and Criticism Lessons	6	8.1 to 8.6
d) Student teaching - supervision of		
1. Aims and Purposes	1	9.0 to 9.5
2. School Contacts for establishing report with practising schools	1	9.2
3. Supervision of Practice Teaching	13	9.3 to 9.15
Total	77	

3.5 Sample

For the present study, all the teachers training schools of Saran district were selected. These are all government institutions. Only one teachers training school is for women.

1. Teachers' Training School, Siwan
2. Women's Teacher Training School, Siwan
3. Teachers' Training School, Bangra
4. Teachers' Training School, Thawe
5. Teachers' Training School, Sonopore

3.6 Data Collection

The data was collected through correspondence. The questionnaires were mailed out in the second week of March, 1969 to all the principals of all the five schools in Saran District in Bihar. All the completed questionnaires were received back by May 5, 1969.

Analysis and the Interpretation of Data

a) General Information Regarding:

i) Teachers' Training Schools

ii) Practicing Schools

b) Student Teaching: Organisation of

i) Specific Objectives

ii) Pre-Student Teaching Preparation

iii) Mode of Student Teaching

1) Number of Lessons and Number of Subjects for Practicing Teaching

2) Demonstration Lessons and Criticism Lessons

3) Lesson Plans; Checking and Scrutiny

4) Observation of Lessons

iv) Aims and Purposes of Supervision:

1) Personnel for Supervision

2) Number of Lessons Supervised and Percentage of such Lessons

3) Criterion for the Supervision

4) Follow up of Supervised Lessons

Unfortunately, the professional education of teachers has been comparatively neglected in the post-independence period ... A Comprehensive programme of improvement is urgently needed in teacher education ...

CHAPTER IV
ANALYSIS AND INTERPRETATION OF THE DATA

4.0 General Information Regarding Training Schools of Saran District

There are five training schools in the District of Saran, two situated in Siwan, and one each at Bangra, Sonepur, and Thawe. One of these schools at Siwan is exclusively meant for women, whereas the rest are for males only. TTS Siwan (males) and Thawe were established in 1903 as junior training schools and later on were converted into senior basic training school in 1950. TTS Bangra was established in 1948 whereas all other schools were opened in 1960, during plan period.

These schools are purely government schools, under the direct control of the Department of Education, Govt. of Bihar, and offer two years course of training for primary and middle including those for senior basic schools' teachers. All these schools are residential but no provision for staff quarters in most of the schools except that of Bangra and Siwan (girls) where limited facilities are available.

Three of these schools have their own buildings but the schools at Siwan (boys) and at Sonepur are run in rented buildings and the accommodation available to them is not satisfactory.

Two training schools of Siwan are near subdisional town whereas the rest are in rural areas.

4.1 Intake Capacity

The intake capacity of these schools is two hundred each, the number being equally divided into first and second year of the course.

4.2 Commencement of the Course

The session starts from July each year and ends at the close of May after a lapse of two years.

4.3 Number of Working Days

The total number of working days is 225 in a year out of which 185 to 190 days are spent in theoretical teaching. The working days spent in practising teaching vary from 15 to 22 days in first year and 15 to 27 days in second year in almost all the schools except Thane where three months are taken for practice teaching in the second year. In Sonepur the student-teaching covers a period of 75 days. In this school, only fifty days are spent in theoretical teaching and another 75 days are given to other activities like extension education, celebration of festivals, student enrollment drive etc. For the rest of the days here, the data is not giving any clear cut picture. In Bangra no student teaching in first year.

In every school the student-teaching begins in the month of February and March of each year and all the 200 students are assigned to practice teaching at the practising schools. But in the case of TTS Sonepur for the first three months - January, February and March, the first year students practice teaching, and in April and May the second year students. Thus in this single school practice teaching covers a period of five months continuously.

4.4 Staff of the Training Schools: Their Qualifications & Working Experiences

There were ten teachers, including the principal, in

all training schools. Out of which, on the average, 30% are trained graduates, 68% trained M.A.'s and 2% M.A., M.Ed. There are only three (6%) trained science-graduates, one each at TTS Siwan, Bangra and Thawa.

All the teacher educators except one at Siwan (boys), 4 in Bangra, 5 in Sonepur and 2 in Siwan (girls), are trained for teaching at the secondary level. Thus only 24% teacher educators are trained in the teaching of the integrated curriculum.

On the average, only 24% of the teacher educators are basic trained, 40% come from inspection, 10% have some working experience of Basic schools, and the rest 26% are working in Elementary Training schools since they were appointed.

In most of the institutions two to three educators are Diploma holders in craft-teaching inspite of their basic Diploma in Teacher training. Only TTS Siwan (girls) has no trained Craft Instructress. At TTS Bangra and Sonepure there are Diploma holders in Physical Training also. It is interesting to note that such trained persons in Craft, extension education, or physical education are mostly the same persons having such diverse qualifications with them at a time.

There are no teachers for Art and Music in any training school.

4.5 Some General Information Regarding the Practising Schools

Distance from the training institutions: The teachers' training schools do not have any demonstration school of their own. By the information received from them, it appears that the

training institutions select such schools for student teaching which are situated near by as far as possible. In fact, a large number of schools are off-campus schools and are far away. The average distance of practising schools is 4 k.m., whereas the range is less than 1 k.m. to 9 k.m. Out of 26 schools, selected by five training institutions for student teaching, roughly 30% are in urban area, 20% in the sub-urban area and the rest 50% in rural area.

4.6 Types of Practising Schools

There are three types of institutions that have been selected for student teaching. There are 5 Govt. Senior Basic Schools having classes I to VIII, 16 middle schools, having classes I to VII, under District Board or Private management. Out of these middle schools one is unrecognised. The upper primary schools having classes I to V are only 4 whereas lower primary schools having classes I to XIII is only one. In other words, 4% schools are L.P. School, 16% U.P. School and the rest 80% are either middle or senior basic school. The details are given in the table on the next page*.

School Plant:

4.7 Classrooms

Most of the practising schools have building of their own but a few institutions (6%) have classrooms without roof. The average number of rooms available to these institutions is 1 in case of L.P. School, 2 for U.P. School and 7 in the case of middle or Senior Basic Schools. The range of distribution of rooms is 1 to 11. On the whole, inadequacy of classrooms it is felt by the principals of training schools.

***Table 4.6**
Training Schoolwise Distribution of Practising Schools

TTS Selecting Practising Schools	Practising Schools - Classes and Sectionwise				Total	Remarks
	I-III	I-V	I-VII	I-VIII		
Siwan Boys	1	1	5*	-	7	*One school having class VI & VII only
Bangra	-	-	3	3	6	
Thawa	-	1	3	2	6	
Sonepur	-	1	4*	-	5	*One is un-recognised
Siwan Girls	-	1	1	-	2	
Total	1	4	16	5	26	

4.8 Play-ground

Nine practising schools or 35% of the population have play-ground and are distributed under all the training schools excepting TTS Siwan (girls).

4.9 Provision of Craft Teaching

Only 4 schools have some arrangements for craft teaching, out of which three are with TTS Bangra and one with TTS Thawa. Such facilities are available only in Govt. Basic Schools, but as the respective principals of those training schools have pointed out that the availability of workable craft-equipment is miserably poor when the enrolment figures of schools are taken.

4.10 Average Enrolment Figure

The average enrolment figure is given below in the table. The number in brackets indicates number of schools having more than one section of 40 or above pupils on its roll, due to which the average figure is inflated.

Table 4.10

Number of Enrolment of Class I-VIII in Practising Schools under Different TTS

Name of TTS	Classes							
	I	II	III	IV	V	VI	VII	VIII
TTS Siwan (boys)	43 (3)	25	23	39 (1)	42 (2)	58 (2)	53 (3)	-
TTS Siwan (girls)	35 (1)	30	28	35	32	40 (1)	22	
TTS Bangra	58 (3)	30	26	39 (4)	44 (4)	59 (4)	62 (5)	73 (3)
TTS Sonspure		Date	not		given			
TTS Thawe	37 (1)	35	27	34	39 (1)	48 (2)	46 (2)	26
Average of the Enrolment	44	30	26	36	39	51	46	47
No. of Sections of Schools due to which avg. figure is inflated	(8)	-	-	(5)	(7)	(8)	(9)	(3)

From the analysis of the above table, it appears that under no training school the practising schools have 40 or more student in any section of classes II and III. Moreover, the facility for handling large classes exist in case of class I, VI & VII for all training schools whereas in class IV, & V it is available only to TTS Siwan (boys), Bangra, and Thawe only. This facility

is also liquidated when the classes are divided into groups for practising teaching.

4.11 Staff: Their Educational Qualification

Their percentage figure of the qualification of practising school teachers is as below:

	<u>Trained</u>	<u>Untrained</u>
Graduates	12%	4%
I.A's	25%	4%
S.S.Certificate	34%	4%
Middle pass	10%	2%
Other	3%	-
	_____	_____
Total	85%	15%
	_____	_____

4.12 Distribution of Teachers According to Sections

There is only one single teacher Lower Primary school under TTS Siwan (girls), having three sections. All other schools have as many teachers as the classes exist. The middle schools under District Board and Private management have teachers for all the sections if the number of enrolment in a class exceeds forty. Only in Basic Schools there are as many teachers as there are classes.

4.13 Control and Coordination

The Govt. Senior Basic schools are under the immediate control of the Dy. Supdts. of Basic Education, whereas the private schools are under the managing committees, and the Board or E.I.P. schools are controlled and supervised by the respective

Block Education Extension Officers on behalf of the District Superintendent of Education (Saran). The Govt. Basic schools which are the practicing schools of TTS Thawe and Bangra (one each) are under their operational control for this purpose only, but the extent of control is not defined.

4.14 All the principals of TTS have expressed that the practising schools should be under their direct control without which practice teaching can not be managed efficiently. They also note that if they report against some teachers on educational grounds, or if they write for some adjustments on academic grounds, that is not taken care of by the District Superintendent of Education or the District Education Officer (Saran).

4.15 Out of five, four principals of training institutions have opined that the schools where practice-teaching is arranged are not fit for the purpose due to the limited facilities, such as lack of play-field, craft-equipment, building and furniture, other instructional materials, and lack of proper staff-adjustments.

4.16 It is accepted by all the principals that they do not get positive cooperation of the staff of practising schools.

4.17 Organisation of the Student Teaching : Specific Objectives

In the questionnaire, a list of ten specific objectives of organising student teaching in the training schools were given. The principals were asked to cross those which do not apply in

their case. Moreover, they were given an opportunity to list those objectives also which they keep in mind while organising the programme. The list of all such objectives is given below:

1. To prepare the student-teachers for primary and middle schools.
2. To make them familiar with the activities and problems of primary and middle schools.
3. To enable the students to impart their duty intelligently and efficiently under the existing condition of average schools, when appointed to the job.
4. To develop their skill in teaching all the subjects of elementary school curriculum.
5. To prepare them as class-teachers in single teacher schools.
6. To prepare them for multiple class-teaching.
7. To prepare them for double class-teaching.
8. To make them familiar with the methods of teaching certain subjects at the middle schools.
9. To prepare him as a subject-teacher
10. To help him in developing their abilities and skills through theoretical processes involved in becoming an efficient and effective teachers.

4.18 TRS Siwan (Boys) has reported that objective 9 is not selected by them where as in the case of Sonapur 8 and 9 are also inapplicable. The latter has added one more specific objective as preparing teachers for correlated-teaching.

4.19 The principals were asked as to how they make these objectives known to student teachers. On the analysis of their answers it was found that all the training schools make these objectives known to the student teachers before they plan and go for practice teaching but the method as to how they pass on the specific objectives, to the student teachers, widely differ. TTS Somayur and Thawe make it known through demonstration lessons whereas in other schools it is theoretically discussed with. TTS Siwan (boys) have not replied on this point.

4.20 Pre-student-teaching Preparation:
Theoretical Preparation

All the training schools give some theoretical information before they start student teaching. These may be presented subject-wise in the relevant paragraphs.

Educational Psychology: Common topics:*

- a) Principles and laws of learning
- b) Motivation, attention, and interest
- c) Intelligence and individual differences
- d) Effects of heredity and environment on the development of the child - its processes
- e) Mental hygiene, and fatigue
- f) Play and its utility

*TTS Thawe does not get adequate time to teach even all the topics, given above, before their students resume practice teaching.

4.21 Uncommon topics:

Some training schools teach a few more topics which differ from school to school. This may be noted as:

TTS Siwan (Boys) - Institut, emotion, sympathy, imitation, reasoning, causes of fatigue and how to remove them.

TTS Sonepur - Group psychology, development of personality.

TTS Siwan(Girls) - Importance of educational psychology, remembrance and forgetfulness, imagination, and perception.

4.22 TTS Thane has pointed out that since students are asked to practice ten lessons in the first year itself, they are not actually able to finish the topics mentioned in 4.13 above, before they go for practice lesson. It appears that the institutions which teach such uncommon topics are covering much of the syllabus which is not directly useful to the student-teaching programme, before its start.

4.23 Methods of Teaching:

The training schools were asked to note down the methods of teaching which they teach before the commencement of student teaching. The replies received may be presented in the table presented on next page.

4.24 On the analysis, of the table, it appears that TTS Siwan (girls) and Bangra teach methods 1, 2, and 6. TTS Sonepur teaches 2, 3, and 6. Whereas TTS Siwan (boys) teaches different methods. In the latter case they teach even Kindergarten and Montessori methods but they have no didactic apparatus and other tools to demonstrate it. Perhaps they might be dealing primarily with the theory only.

The most common and popular methods are the Herbartian and Correlated ones and are adopted by all the four schools reporting.

The next one is question and answer method practiced by three out of four institutions.

Table 4.23

Different Methods Taught by the TTS before the Commencement of the Student Teaching

S.I. No.	Topics	Thawe	Siwan (Boys)	Siwan (Girls)	Sonepur	Bangra
1.	Question and answer method	/	/			/
2.	Inductive and deductive method	/			/	
3.	Correlated method	/	/	/	/	/
4.	Kindergarten method	/				
5.	Montessori method	/				
6.	Herbartian method	/	/	/		/

4.25 In almost all training schools they teach the following, which are common for initial preparation under the subject at hand.

a) Devices to secure students' participation/as questioning and its methods, story-telling, dramatization, and demonstration techniques through models, charts, pictures etc.

b) Blackboard - how and when to use it.

c) Lesson planning and techniques of its preparation & for teaching one class/multiple classes. This is of course, related to subject-wise and periodwise teaching.

4.26 Principles of Education: Common topics

a) Aims and meaning of education

b) Maxims of teaching

c) Correlation in Basic Education

TTS Thawe has not given the information.

4.27 School Organisation: Common topics

- a) Class-management and discipline
- b) Teacher and his personality
- c) Necessity of one-class teaching (Block day practice)
subject-wise teaching and its limitations
- d) Examination and assessment in and its diagnostic values.

TTS Thawe has not supplied the information.

4.28 Art work:

The syllabus of training schools prescribes some activities related to Art work. But TTS Thawe, Bangra and Siwan do nothing in this regard (as the questionnaire reveals) whereas TTS Sonepur trains the student teachers in preparing Maps, charts and graphs. In Siwan (girls) they help the student teachers to develop their skills in preparing different models and toys in addition to charts, maps, and graphs.

4.29 The training schools were asked if they take up any work under extension service and social education as prescribed by the syllabus of training schools. If they do so, the nature and extent of the project was to be mentioned. But none of the training schools are doing anything in this area. TTS Sonepur notes that they do, but the second part of the question is not answered by them. Hence, it may be rejected as invalid.

4.30 Detailed Study of the Elementary School Curriculum

The TTS' were asked if they distribute copies of the integrated syllabus to their student-teachers. If not, how many copies are available in their school library. From the answers

received it was known that they do not do so. Moreover, it was revealed that only four copies of the syllabus are available in one training school, Sonepur. The rest of the school libraries are without it.

4.31 Mode of Practice Teaching

The mode of organising practice teaching is of Block pattern. But the period for which practice teaching is continued, differs in almost all the training schools. Generally the student teaching for the first year students' varies from two weeks in the case of TTS Siwan (girls) to three weeks in TTS Siwan (boys) and Bangra. Whereas it continues for nearly 6 weeks in Sonepur. TTS Bangra does not provide practice teaching in the first academic year. Again in the second year the duration covers two weeks to 11 weeks in different institutions. Normally when the Block practice starts, students of either of first or second year do their normal work as usual, while the students of the other class go for teaching practice. It is only in the case of TTS Siwan (boys) that all the students go for practice teaching at a time. The theory classes are suspended during this period here. So far as the total time given for student teaching is concerned, it varies from 30 to 99 days. The picture will be more clear by the table given on the next page.

4.32 From the analysis of this table, it appears that student teaching starts after the passage of four months in the first year at Thane, 6 months in Sonepur, 8 and 10 months in Siwan (boys) and Siwan (girls) respectively. The schools where practice teaching begins earlier, might not be getting ample time for preparing their student teachers theoretically, as has been pointed out by TTS Thane, and thereby no proper attitude towards

Table 4.31
Details of Time Spent in Student-Teaching

Sl. No.	Name of the TTG	Month in which Student-teach- ing begins			Total No. of working days	Total of Col.5 & 6
			I yr.	II yr.	5	
1	2	3	4		6	7
1.	Siwan (Girls)	April	March	15	15	30
2.	Siwan (Boys)	Feb.	Feb.	22	27	47
3.	Bangra	-	Feb.	-	20	20
4.	Thawa	Nov. & Dec.	Jan. to March	20	79	99
5.	Sonepur	Jan. to March	April & May	60	35	95

teaching could be created in the student teacher. Moreover, it is not educationally sound to start practice teaching without giving proper theoretical background. Such observation may be true in the case of Thawa and Sonepur because the former institution starts practice teaching when the minimum theoretical preparation is not complete, whereas the latter institution, give only 50 working days in a year for theoretical knowledge. Thus there are reasons to believe that at least 20% to 40% of their time, spent in student teaching, is utilised without any tangible benefit.

4.33 It may also be noticed that in the training schools of Bangra, only twenty days are given for practice teaching for one hundred students. If the number of practising schools and their total class-sections are taken into consideration it is not possible to deliver 28 lessons covering all the different subjects of elementary school curriculum together with three double class and two multiple class teaching at the same time. Probably they might be finishing the course by subdividing the class-sections into smaller groups. This practice, if really prevails, makes practice teaching completely ineffective.

4.34 Number of Lessons for Practice Teaching:

The scheme of lessons to be delivered by a student teacher is directed by the Department of Education. The total number is 40, out of which 10 to 15 lessons should be delivered in the first year and 20 to 25 in the second year. It has also been mentioned that in the second year, the students should deliver 10 to 12 single class lesson, 5 to 7 double class lesson, and 5 to 6 plural class teaching. But there is no common thread in the organisation of practice-lessons to be delivered by the student teachers in the different TTS'. In practice what they follow, is not according to the minimum prescribed in each category.

The scheme of lessons may be presented on the next page.

4.35 It appears from the above table that in general each and every training school prepare subject-wise teaching and that nearly 75% to 80% of their time is spent in teaching different subjects in different classes of primary and middle schools.

Table 4.34
Number of Lessons for Practice Teaching
in Different Schools

Sl. No.	TTS	Single Class Teaching		Multiple Class Teaching		Classes having more than 40 Students on Roll
		Subject- Wise	Class- Wise	Double Class	Multiple Class	
1	2	3	4	5	6	7
1	Siwan(Boys)	35	-	5	2	x
2	Siwan(Girls)	30	-	5	5	x
3	Thawe	40	-	3	2	x
4	Bangra	28	-	3	2	x
5	Sonepur	35	40	10	5	x

If the time spent by the student teacher is calculated in hours, it comes to 20 to 30 hours in two years duration because the length of the period on the practising schools is 30 mts. in Sonepur and Thawe, whereas 45 mts. in other schools. The entry in col. 4 of table 4.34 against TTS Sonepur seems to be incorrect. Moreover, TTS Siwan (Boys) and Sonepur, while organising student teaching go beyond their specific objectives. Because, while noting the objective they say that they do not prepare student teachers for subjectwise teaching (4.18) but infact 82% of the whole time spent in TTS Siwan (Boys), in student teaching, is given in the area of subject teaching only (4.34). In the case of TTS Sonepur there are reasons to believe (4.35) that they are also following the same system prevalent in TTS Siwan (Boys). It needs mention that TTS Bangra does not even complete the total number of quota for student practice lesson as fixed by the Deytt.

4.36 So far as the number of double and multiple class teaching is concerned, it is 3 to 10 and 2 to 5 respectively. Since each lesson is of 30" to 45 mts. duration the total block hours spent in double class teaching and multiple class teaching, it comes something between $2\frac{1}{2}$ hours to 5 hours for double class teaching and $1\frac{1}{2}$ to $2\frac{1}{2}$ hours for multiple class teaching. If these are the facts, on no account it may be accepted that student teaching in block hours is at least satisfactory particularly in case of double and multiple class teaching.

No training school arrange for teaching classes having forty or more students.

4.37 Number of Subjects for Practice Teaching

Normally all the student teachers are given an opportunity to teach all the elementary school subjects, like craft, physical training and games, Modern Indian Language , National Language, General Science and Elementary Arithmetical. But the weightage given to a particular subject varies from institution to institution. If TTS Siwan (Girls) give 20% of practice time for crafts, it is 10% each at Bangra and Thawe. While Thawe gives 40% time in language teaching, it is 25% each at Siwan (Girls) and Sonepur. In teaching general science and mathematics also the time allotment varies from 8% to 30%.

4.38 Student Teachers' Participation in Co-curricular activities of Practicing Sc. - Pg:

TTS Sonepur, Thawe and Siwan (Boys) have noted that their students participate in extra curricular and co-curricular activities held in the practising schools. But we know that the programme of work and the time-schedule of training schools

and the practising schools are not alike. There is lack of accommodation and other physical limitations in the practising schools. Moreover, it may also be noted that most of the practising schools are off-campus schools making it difficult for the students to participate in such casual activities. Besides, there is no proper co-ordination among schools.

In face of the above circumstances it is not possible for the student teachers to participate in the co/extra-curricular activities held in the practising schools from time to time, in a manner which may be academically profitable without hampering their own curricular activities of other kind.

4.38 Correlated Vs. Subject-wise Teaching:

Most of the principals note that correlated teaching is followed by their student-teachers and the percentage in terms of the total time spent is 30% to 50%. But each practice teaching period is of 30 mts. to 45 mts. duration. The provision of craft-equipments, even in those few institutions that provide such facilities to the student teachers are miserably poor and the tools are not workable. Besides they do not give any demonstration lesson through correlated method (4.45), hence, there is nothing to show that the technique of correlated teaching as envisaged in the theory and principles of Basic Education is followed in any training institution. On the contrary, there are reasons to believe that they are equating correlation with integration in the subject-matter areas.

4.40 Block Teaching Vs. Apprenticeship Teaching (Internship)

The syllabus does not prescribe apprenticeship training of student teachers. The principals also do not recognise its feasibility in the face of the existing circumstances but they

are alive to it's importance in the realm of modern demands on a class-room teacher.

4.41 Model Lessons (Demonstration Lesson)

There is a common practice to arrange demonstration lessons by the staff of the training schools. The total number of such lessons each year is usually 10 in almost all the schools and correspond with the number of teachers working in the particular institution. In all the training schools they complete it before the student teaching starts. But Thane and Sonepur TTS' complete as early as 5 months before the students actually go for teaching. In Sonepur the demonstration begins just after admission and thereby limits its utility to nil because the admitted students by this time are expected to know nothing about the techniques and methods of teaching. If argument is placed to finish it earlier for the second year students, then it adds nothing important in the understanding of the first year students. Hence, the practice-teaching done in the first year is through trial and error.

4.42 In the training schools of Siwan, both girls' and boys, there is a practice of imparting demonstration lessons by the staff of practicing schools also. Such number is 4 in case of Siwan (boys) and 5 in Siwan (girls). In these two institutions, the student teachers also give criticism lessons. The number is one each. Such criticism lessons are held in practicing schools. And time is given in discussing it after the lesson is over, in making useful positive suggestions wherever required by the staff members participating. Generally, this business is over before actual student teaching starts.

4.43 On the analysis of the sub-questions contained in this part, it was revealed that most of the training schools could note only a few topics of demonstration lessons (ranging from 3 to 4 on average), were given in 1967-68. It may be concluded therefore, that the demonstration lesson are neither properly organised nor any record is kept for future guidance or reference by the student teachers or the staff members themselves.

TTS Thawe has not given any information in this regard.

4.44 All the training schools have mentioned that it is not possible for them to distribute copies of each lesson demonstrated due to financial limitations. But, the students are asked to copy the lesson plans for their future reference.

4.45 Area of Demonstration Lesson:

Different Subjects/Classes and varied Methods.

The demonstration lessons are planned and delivered for subject teaching in a 45 minutes period, in any class on any subject of the elementary school level depending on the will of the instructor concerned. So far the methods are concerned either the herbartian method is followed or the integrated question and answer method. Therefore it becomes evident that neither all the subject areas are covered (as in 4.37 above), nor all the methods of teaching-devices which are taught (4.23, 4.24 & 4.25) for beginning practice teaching is practically demonstrated.

4.46 It is only in Bangra TTS where double class teaching is said to be demonstrated. But the information given in 4.2 (क) of the questionnaire, rules this possibility out because no topic on double class teaching is mentioned therein.

4.47 Nowhere, the multiple-class-teaching and the classwise teaching in block-day hours are demonstrated.

4.48 On the above observations, it can safely be said, that the student teachers do their double and multiple class teaching with their insight, if they had any. Moreover, there is some validity in noting that wide gap between the theories taught and methods adopted is prevalent.

4.49 Place of Lessons Demonstrated:

Usually, all the training schools demonstrate their lessons in the training school itself. The students are brought in the campus and model lessons are delivered by the instructors. But the model is presented not in the actual setting of the class-room situations and make it futile from the point of view student teachers. Because, too much caution is taken in the initial preparation and final delivery, and too many person help the teacher.

4.50 In TPS Sonepur, they demonstrate their lessons even in the practising schools depending upon the time and other factors. But even here, no sequence can be noted. Whether demonstration lesson in training school is followed by another demonstration lesson in the practising school, has not been made clear. On the whole, it appears that the place of demonstration lessons is not selected on any academic ground, rather it mainly depends on the will of the staff members.

4.51 Criticism of Model Lessons:

In the training schools of Thawe and Sonepur, the model lessons are neither criticised nor the salient points raised or reviewed by any other person-staff member or student.

The student teachers might be viewing the lessons as a silent spectator of the movie. But in the case of other TTS's, the lessons are criticised, discussed and thus doubts are removed.

4.52 In the training schools where criticism is not at all invited, the principals claim that the staff members are able to solve the doubts that might arise into the minds of student. But since it is not possible under given circumstances, it may be altogether ruled out.

4.53 Lesson Plan:

In three training schools, namely Thane, Siwan (boys) and Bangra, the student teachers are required to prepare lesson plans one day in advance whereas in TTS Siwan (girls) the period is two days advance of delivery of the lesson. In Sonapur TTS there is no such fixed rule and students prepare their plans as and when they like.

4.54 Checking of Lessons:

so far as the checking and scrutiny of lesson plans is concerned, it is scrutinized at the time of delivery by TTS's Bangra, Siwan (boys) and Siwan (girls) in the practising school itself. Perhaps this practice does not look sound, because at the time of when all the students attached to a training school are engaged in teaching, the Instructor can not find enough time in checking it faithfully and making worthwhile suggestions, if required. Even if it is possible, the students can not make any improvement in their lesson plan then and there. So long as we do not reject the truth that the preparation and planning of a lesson is a technical skill, practice at vogue can be accepted on

no grounds of reason and insight. On the whole, it appears, the purpose of delivering lessons is relegated to the purpose of internal assessment. Moreover, the practice is not in line with the specific objectives.

4.55 In TTS Sonepur and Thawa, the usual practice is getting the lesson plans approved by the Instructor concerned who is attached with the respective practising schools. Since no time and place is fixed for them to meet for the purpose and no time is specified prescribing the preparation of lesson plans before hand, in Sonepur, it can only be said that much depends on the mutual understanding among the Instructor and student-teachers. Perhaps there is no proper coordination and effective administrative control in the training schools of Thawa and Sonepur because they spend much of the total time (4.31) in practice teaching without any real preparation, at any stage and thus make it simply a fun.

4.56 Checking of Lesson Plans: Subject Specialist Vs. Generalists

In almost all the training schools, all the lesson plans are finally approved and assessed by generalist Instructors who are attached to the practicing schools. Since all the Instructors do not possess such specific qualification, they can not help themselves but approve those lessons on other impressions. It is known that 10% to 20% of the student's teaching time is spent in craft teaching (4.37) and that two to three 2 craft Instructors are available in each training school. So, if the organisation of student-teaching fails to take care of this aspect 7/10 of the total time spent in craft teaching may go waste. It appears that craft Instructors are not placed in those practising

schools only where some workable facilities for craft teaching exist. In such case, students may well be asked to impart their craft lessons in that very school under the guidance of the specialist teacher.

4.57 School Progress and Student Teachings

On the discussions raised above in 4.56/derivations can be made, i.e., the student teaching is not properly helpful in maintaining the progress of the class in which the student teachers practice teaching. Infact, the lack of proper check-up of the lesson plans give way to un-planned and inadequate teaching in the class-room, whereas out of the class-room to student teachers somehow manage/copy plans of their other co-mates and get these assessed by the poor Instructor who never keep any record of the progress reports of the concerned practicing schools or any details of lessons already delivered in a particular class.

Perhaps this is the only factor due to which the Headmasters of the practising schools often see this student teaching programme with doubtful eyes because it affects their results and prospects in the long run.

4.58 Provision of Time in the Routine for Checking of Lesson Plans:

There is no common practice for making any fixed time in the routine of the training schools. Except in the case of TTS Siven (Boys), where in each year students start practice-teaching all at a time, and the theory classes remain suspended during those periods, in other schools some provisions can be

made in the routine itself. If this is done, then it will be possible for the Instructors to do it in a fixed time on a fixed place. Checking and scrutiny then, can be promptly and effectively done resulting into an improvement in the performance of the student teachers in actual class-room situations. This will also help the students in developing confidence among themselves and may create sound and positive attitudes towards the profession.

4.59 It is strange, that 3 out of 5 principals outrightly reject the very proposal of provision of time in the routine for checking. Since they think the idea is not practical. So far as TTS Siwan (boys) and Siwan (girls) are concerned they approve of such a scheme and propose to introduce it in near future.

4.60 Specific Purposes of Supervision of Student Teaching:

The TTSchool indicated that the supervision of student teaching is done in their institutions with the following objectives:

1. For the internal assessment of student teaching.
2. For the development of teaching-skills under the proper guidance during the pre-service training period.
3. To make them acquainted with the problems of primary schools and to help them to become a successful teacher through well supervised class-room teaching experiences.
4. Cultivation of abilities for skillfully teaching different subjects of the middle school curriculum under supervised practice.

4.61 Who supervises the Lessons? Generalist Vs. Specialist Teacher:

Generally the lessons are supervised by the Instructor, deputed in the practicing schools for this very purpose. In some cases, the Headmaster of practicing schools also/^{if} requested by the Instructor concerned. The Instructor requests the Headmaster only when they are taken to be a competent person under the background of their professional qualifications to supervise any particular lesson.

4.62 The practice of supervision by the practicing school staff is not prevalent in any training school except under unavoidable circumstances. Normally the practicing school staff are associated with the student teaching only to maintain discipline in the classroom and to help the student teacher to plan his lessons in keeping with the progress of the class.

4.63 The training school's generalist Instructor supervises all lessons except those related to the craft teaching. Lessons of students are supervised as per the planning made beforehand with the help of the class-routine. Such lessons which require some specific knowledge of craft or sciences are either supervised by the practicing school subject teacher or headmaster, if and when they are asked for.

4.64 Supervision of Lessons related to t.^o Craft, Music and Arts/Drawing.

The supervision of lessons related to craft are done by specialist teachers in TTS Sonepur only. In other training schools, it is either formally supervised by the Instructor concerned or by the school teacher, who is incharge of the crafts, in case he is requested by the concerned Instructor to do so.

4.65 So far the lessons related to Music, Arts and Drawing are concerned, they are mainly supervised by the teachers of practicing schools.

4.66 Number of Lessons Supervised Daily by the Instructor:

In almost all the schools an Instructor thoroughly corrects and scrutinises lesson plans, and supervises as many lessons as there are periods in the practicing schools time table. But in the case of TRS Sonepur where only three to five lessons are supposed to be corrected by an Instructor daily, the out-put is limited to three to five. In some circumstances, when the subjectwise quota fixed for a student teacher is taken into consideration (4.37), the out-put of an Instructor goes down because all the periods of school time-table are not utilised for teaching-practice to be evaluated or supervised.

4.67 As such, on an average, nearly five to seven lessons per day are supervised by an Instructor thoroughly in TRS Siwan (boys), Siwan (girls), Bangra and Thawa. The rest of the lesson plans are merely signed by the Instructor in token of their being delivered. Such lessons are not taken into consideration while making average for internal assessment. The number of supervised lessons in TRS Sonepur is three to five only.

4.68 All the principals have pointed out that not more than 5 to 7 lessons can be supervised by an instructor daily.

4.69 Percentage of Lessons Supervised:

The percentage of lessons supervised by the Instructors normally varies from 20% to 30%, as per the statement of the

principals. It means that nearly 8 to 12 lessons of a student teacher is supervised thoroughly during the whole period of practice teaching. But if the facts contained in 4.31, 4.34 & 4.57 are taken into consideration, and simple arithmetical calculations are made, the percentage of such thoroughly supervised lessons ranges between 7.5% to 20%.

4.70 In the schools where practice teaching covers a longer period, the percentage of lessons thoroughly supervised is greater. But where the period of practice teaching is comparatively shorter the percentage goes down.

4.71 Criterion for the Supervision of Lessons:

In all the TT Schools except Sonapur and Bangra, some criteria are being used for the evaluation of supervised lessons. The criteria of evaluating a lesson are the following:

- a) Personality of the teacher
- b) Preparation of subject matter
- c) Preparation of lesson plan and methods adopted
- d) Blackboard work
- e) Teaching aids used
- f) Class cooperation

However, there is a large gap in the weightage given to the different areas from institution to institution. If a) is evaluated in 30% at Siwan (boys) and Siwan (girls), it is 45% in Thane, whereas Thane gives 10% in d) it is 20% in TTS Siwan (boys) and Siwan (girls). Likewise if 25% is given to b) at TTS Siwan (boys & girls), it is 15% at Thane.

4.72 Follow-up of Supervised Lessons:

In the training schools of Siwan (boys and girls) and Bangra, there is some arrangement of follow-up programme. On every Saturday evening or Friday noon, the student teachers and the staff of the training institution meet at the training school campus. Here, at least 3 to 5 supervised lessons are discussed for the guidance of student teachers. Very good and very poor lessons are selected for the discussion. The average lessons are not included for discussion. The percentage of lessons discussed varies from 1% to 14% of all the supervised lessons.

4.73 Observation of Lessons:

There is no specifically organised programme for the observation of lessons in most of the schools. TTS Sonapur gives one day for observation of lessons before the practice-teaching starts, and after the demonstration lessons are over. The number of such observation is limited to one only for each student in any class or any period. The students are asked to see as to how the classroom teachers control their classes and maintain discipline. They are also required to note their specific points observed, and doubts if any are discussed later on in the presence of all the staff-members of the training school.

4.74 In TTS Thave, observation of lessons go side by side with the practice-teaching lessons. The students are asked to observe at least one lesson in each class and all subjects. The lessons such observed are the lessons delivered by their

fellow student-teachers. Here, the students are asked to note their points of doubt, which need some clarification, in their diary which is discussed in the presence of the Instructor who supervises their practice-lessons. In this institution, no specific criteria or points are laid down before hand to take note of while observing the lessons.

4.75 In the rest of the training schools, no provision is made for the observation of lessons due to time factor, heavy work-load, and engagements in other curricular programmes. However, TTS Siwan (girls), Bangra, and Sonepur have noted that there should be some provision for observation of lessons, given by the regular class-room teachers. They mention that one to two lessons should be observed in the guidance of the training school Instructor and four to five on the students' own accord. All the training institutions, except Thawe, have expressed that such observations must be made in the area of teaching different subjects.

Conclusions and Recommendations

- a) Summary of Conclusions**
- b) Recommendations :**
 - i) General**
 - ii) Specific**
- c) Limitations of the Present Study**
- d) Suggestions for further Study**

A sound programme of professional education of teachers is essential for the qualitative improvement of education ... In the absence of other influences, a teacher tries to teach in the way in which he himself was taught by his favourite teachers and thus tends to perpetuate the traditional methods of teaching. In a situation like the present when new and dynamic methods of instruction are needed, such an attitude becomes an obstacle to progress.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

1 Summary of Conclusions:

The following conclusions are drawn on the basis of the analysis and interpretation made in the previous chapter.

1.1 Staff and Equipment in the TT Schools:

The training schools have limited facilities like school building, equipment, and tools. A few TT Schools are running in rented buildings and have unsatisfactory physical facilities which are not congenial to the proper teaching-learning activities. Most of the teacher educators, excepting a few who have got some working experience of elementary schools, are specialised in the teaching of secondary school subjects.

In most of the institutions there is no provision or staff quarters whereas in two institutions only 20% to 40% teacher educators (including the principal) are provided with residential facilities.

The intake capacity of the TT Schools are in line with the recommendations made by some committees on Teacher Education (30,34), but the teacher-pupil ratio is 1:20 and is not sufficient for maintaining the standards of teacher-training programme. No separate staff is available to look after the library, hostel, physical activity or extension and social service activities.

1.2 Practicing Schools:

No training institution has its own practicing school, rather they select nearly schools for practicing purposes. The

selection is not made on any academic ground. Only the distance from the training school is reckoned, the average of which is ± 4 k.m. and the range from less than 1 k.m. to 9 k.m. At one place, one such school is unrecognised. However, all the schools are ill-equipped and not fit for practicing purpose as most of the principals have pointed out.

5.3 There is no effective co-ordination between the activities of the TT Schools and practicing schools. It appears that lack of proper understanding and good-will among those institutions exist.

5.4 Objectives of Organising Student Teaching:

The TT Schools do have some specific objectives in their mind while organising the student teaching programme. But the methods as to how the objectives are explained to the student-teachers differ widely. It appears that actually the training institutions do not make these objectives clearly known to the student-teachers in any pre-determined, well-thought out manner so that they may be able to plan their lessons keeping in view the demands that would be made on him in actual job-situations. As such, the student teaching does not lead to objective oriented teaching.

5.5 Pre-student Teaching Preparation:

All the training schools give some related knowledge in different subject areas of education which have direct bearing on the student-teaching programme. But whereas in some schools it is actually organised and finished before the start of student teaching, in others it goes side by side with the practice of teaching. In the latter case, the students are not much benefitted

due to lack of opportunities to put the theory into practice, at the most opportune moment.

5.6 In Educational Psychology and Methods of Teaching a few training schools teach more topics which are not at all necessary to cover before the student teaching starts, rather it should have been dealt with in the second year of the course.

5.7 Most of the institutions do nothing with regard to Art work. In case of those institutions, the students are not even helped to prepare the rudimentary teaching-aids to make their lessons interesting and useful.

5.8 Copies of the Integrated Syllabus for the elementary schools are not available in any training school library except that of Sonapur.

5.9. Extension Service and Social Education:

In the sphere of extension education and social service, nothing is being done though provision of time has been made in the time table of a few institutions.

5.10 Mode of Student Teaching:

The mode of practice teaching is of Block pattern, followed by subjectwise and periodwise teaching in the different classes. No provision for internship in teaching has been made. Even partial responsibility for managing a class for any given day is not made.

5.11 The total period for which the practice of student teaching continues during the complete session, varies from institution to institution. The range is 20 days to 90 days. But the Block hours for which a student practices teaching comes to 20 to 30 hours on the whole.

5.12 Scheme of Lessons : Planning & Execution:

The department of education directs the scheme of lessons to be delivered by a student. The maximum is 40 lessons in two years out of which only 3 to 7 lessons are given in double and multiple-class teaching. The rest of the lessons are taught subject-wise and period-wise. The percentage of time spent in teaching double and multiple classes is 20% to 30% of 20 to 30 hours total teaching practice period of a student. As regards the methods adopted are concerned, question and answer and Herbartian methods are most popular.

5.13 The lessons such delivered are checked and scrutinised at the time of the teaching in the class-room. By that time, the purpose for which checking is made is not fulfilled because improvements in plans and methods adopted for that particular lesson can not be had. No provision of time has been made in the training school's time-table for this purpose. The time and place are fixed by the individuals Instructors deputed to the different practicing schools.

5.14 The students deliver their lessons in all the subjects prescribed in the elementary school curriculum. But, the weightage given to the different subject areas are not based on any fixed criteria. Every training school decides for themselves as to how many lessons a student may be asked to teach a particular subject and such decisions are made not on academic considerations.

5.15 Student-teachers of a few institutions are said to be participating in the co-curricular activities of the practicing schools arranged from time to time. But the programme of activities in the training institutions and the practicing schools are not properly co-ordinated. Besides the respective

institutions are quite apart in most of the cases and are beyond the control of the TT Schools. Hence, it is not likely that their participation in such activities can proceed without hampering their own curricular activities.

5.16 Demonstration Lessons:

There is a common practice to arrange demonstration lessons in all the TT Schools. But such lessons neither cover all the TT Schools subjects areas of the elementary school curriculum, nor all the relevant methods of teaching technique taught for pre-student teaching preparation are demonstrated. The methods adopted for teaching double and multiple-classes are seldom demonstrated in any TT School. Moreover, the time when it begins and ends, also varies from institution to institution, and in some cases does not bear fruits for the new entrants in the first year of the course.

5.17 Demonstration lessons, in most cases, are held in the TT Schools and as such remains ineffective and away from natural class-room settings.

5.18 In a few institutions, such demonstration lessons by the staff-members are not at all criticised or reviewed by any other person. In other schools post-lesson discussions are held.

5.19 Supervision: Aims of:

In all the TT Schools, they have some common specific objective of supervision. Such objectives are based on the academic grounds of supervision on the one hand, and on the other for internal assessment of the student teachers which count in their final grading at the public examination.

5.20 The lessons are generally supervised by the Instructor deputed at the practicing schools for this purpose

or by the practicing school staff if and when asked for. The Instructor, in addition to scrutinising the lesson plan, observes the class-room teaching and comments his remarks. Such lesson plans only count for making average for internal assessment.

5.21 The average number of lessons supervised daily by an Instructor is 5 to 7 whereas the percentage of total lessons thoroughly supervised comes to 7.5% to 20% during the session.

5.22 In most of the institutions some rating scales are being used for evaluating the teaching. But the weightage given to the different aspects in the scale, differ widely from institution to institution.

5.23 Some arrangement of follow-up of supervised lessons are made in a few institutions and nearly 3 to 5 very good and very poor lessons are discussed in each week, when the practice is still in progress, among the student teachers and staff of the training school.

5.24 Supervision does not take care of the observation of class-room teaching by the student teachers in any training school.

b) Recommendations: General

5.01 The efficiency of a training programme depends mainly on two factors, viz., (1) the quality of teacher educators and the administrative staff of elementary education; and (2) the plant and equipment of such institutions (14.09 - 30). Therefore minimum standards of school plant and other equipments together with accommodation, staff qualification and library facilities for the teachers training institutions should be set-forth and provided to each and every training school. The teacher pupil ratio should

be 1 : 10 (34), but in no case it should go beyond 1 : 15 (30). If otherwise, proper guidance in practice teaching is not possible.

5.02 The teacher educators and the co-operating school teachers should be especially oriented (34) in the management of student teaching programme effectively through seminars and conferences at the State Institute of Education.

5.03 Proper arrangements for transport facilities may be made for teachers educators (34) to and from the practicing schools. Moreover, the practicing school teachers must be duly rewarded for their positive involvement in the student teaching programme.

5.04 The State Institute of Education should give priority in the preparation of handbooks for elementary teacher educators for the planning and supervision of practice teaching. (34, 29).

5.05 Since there is great variation in the programme of practice teaching followed in the different TT Schools, the District Education Officer, Saran, should hold a conference at the District level inviting all the principals and a few experienced teacher educators to plan a minimum common programme of students' teaching practice. This should particularly include pre-student teaching preparation, mode of practice teaching, lesson plans and its check-up, observation of classroom teaching in practicing schools and child-study, demonstration of lesson and criticism lessons, supervision of lessons and evaluation on a common criterion-scale. Besides, criterion should also be evolved for the selection of practicing schools on academic grounds.

5.06 The inspecting officers of different types of practicing schools, the principals, and head of cooperating institutions, should meet with the District Education Officer, District Superintendent of Education, and Sub Divisional Education Officer. Here principles should be worked out for the proper co-ordination and effective implementation of student teaching programme on a democratic set-up. Proper staff-adjustments be made by the District Superintendent of Education in the cooperating schools under his control and priority be given for equipping the cooperating schools with equipments and other facilities so that the student teaching in the different areas of syllabus may not suffer for want of materials.

5.07 Proper atmosphere of goodwill among the training institution and the practicing schools should be created. The practicing school teachers should be given due place and recognition in the planning and execution of the student teaching programme.

Specific Recommendations.

5.51 Every training school must have at least a few demonstration schools attached to it and under the administrative control of the Principals concerned. (29,34) In cases when it is felt that practicing schools are inadequate, facilities for holding the practice in other schools in the neighbourhood of the training institution should be provided along with transport facilities (34). But such schools should be selected on academic grounds only.

5.52 There should be at least 18 solid weeks of teaching practice with 216 working hours of actual practice per trainee and the same amount of observation and assistance to the class in-charge during the two years of training, of which a minimum of six weeks

should be devoted to block teaching. Even in the case of free lessons when block teaching is not possible, care should be taken that lessons are not planned divorced from life situations in school and community. During block teaching period, however, lessons shall invariably be planned and executed covering some areas of life-situation (34). In no case the duration of student teaching in block practice should go below 10 weeks or 60 working days (29).

5.53 Every method of teaching-technique should be specially demonstrated by the teacher educators and practiced by the student teachers in the changing school-room situations.
b) The teacher educator should provide adequate opportunities for his student teacher to observe and discuss the lessons demonstrated to him. c) Demonstration lessons should be arranged in the real school-room situations. If it is unavoidable to demonstrate it in the training school, in that case, another lesson must be followed in the practicing school. d) Every member of the staff and all the student teachers should participate and observe such lessons. Follow up discussions and criticisms should be welcomed by the teacher demonstrating a lesson. e) Some lessons should be demonstrated, periodically when the student teaching is in progress. f) Demonstration lessons should also be given by the practicing school teachers.

5.54 Each and every student teacher should be provided with a copy of the integrated syllabus.

5.55 Provisions should be made that student teachers should get an opportunity to teach the different classes, ability groups and different subjects of the elementary school curriculum.

He should also be helped to evaluate his lessons delivered through various evaluation devices, be helped to use self-rating scales to checkup his own lesson, and be made able to plan his future lessons based on the previous experiences gained in teaching the different age-group children.

5.56 Student teachers should participate in all aspects of school programme.

5.57 Equal weightage should be given to the different subjects of the elementary school curriculum for students' teaching practice.

5.58 Student teachers should get sufficient scope for teaching single class(Block day practice). A group of two to three students may also be given charge of a single class to practice teaching for the whole day as practiced in West Bengal. This would help them to cultivate a their skill in teaching either in a single teacher school or a two-teacher school.

5.59 The lesson plans should be scrutinised and approved at least two days before so that the student teacher may be able to remove the shortcomings in time, and may feel confidence in himself while delivering the lesson. Some time should be given in the training school time-table when the Instructor should make scrutiny of such lessons. If it is done, the supervisor would get ample time to ^{look} /work after the manner in which the lessons are actually imparted. As such, he could point out specific suggestions to the student teachers by locating their weaknesses in the class-room teaching and thus help improve their practise.

5.510 Since the centre of the student teachers' instructional activity during practice teaching is the classroom, classroom observation must be silver-lined as an important technique to locate their problems and to test their theoretical understanding.

Every student-teacher should study at least one child and write a report of his observation (34). Such reports may be kept in the training schools for further study and research.

Staff members of the training schools and practicing schools should help them in removing their doubts when they are free to discuss it. In this way, extension of knowledge of the teacher is possible through class-room observations.

Procedures should be devised so that the group of student teachers may not make excessive observation of lesson given by any single teacher. It would be better if pre-intimated observations are made. Because in such cases the class-room teaching will be enriched and the normal work of the practicing school will not hamper due to the entry of an unruly mob. Attempts should be made to make the group homogenous and smallest one followed by an Instructor of the training school.

Follow-up conferences should be held in the training schools, so that other students may also be benefited through the experience of a few. The students may be asked to keep a record of such experiences and discussions.

5.511 The supervision of practice teaching should be in consonance with the objectives of the student teaching programme. It should not be done mainly for internal assessment.

Supervision of lessons should be regular, systematic, suggestive and constructive. The number of lesson plans supervised should be decided by the level of competency a student teacher has developed in teaching different subjects and in different classroom situations. If it is felt that a particular student has reached the specific standard, he may be assigned to the classroom teacher and then the supervision be made by the cooperating school teacher.

The supervision should be gradual. Encouragement should be given to a student teacher if he has some strength in teaching nicely. Slowly but gradually, specific pinpointed remarks may be given together with detailed positive suggestions to help them in improving the shortcomings.

It would be useful if some uniform criterion scale is used in the whole district for evaluating the performance of the student's teaching.

5.512 Provision of student teachers' participation in extension education and social service activities should be made.

c) Limitations of the Present Study:
Validity and Reliability of the Conclusions

From the conclusions arrived at on the present study, it appears that there is something alarming with the organisation and supervision of student teaching in Saran District. However, possible suggestions have been given to remove the shortcomings which may be of some help to the administrators entrusted with the elementary teacher education of the District. But, if on the basis of this study some inferences are drawn out on the practices of student teaching, prevalent in other Districts of Bihar, may be questionable on the grounds of validity because

the samples selected for the study are few, covering only a given educational area of Saran, only.

5.C2 Moreover, the method adopted for ascertaining the present status of student teaching may have added something to the unreliability of the findings. This is due to the lack of any observation made by the investigator in the actual implementation of the programme. Again, the opinion of the teacher educators or the student teachers was not taken to supplement or to test the data furnished by the Heads of the institutions. Besides, the limitations on the factors of reliability and validity of the investigation, the study does not deal with the total student teaching programme. Hence, it invites some new problems for comprehensive dealings.

5.C3 School Plant and Equipment : Another point which needs clarification, is the issue raised in this very chapter in that "the minimum standards of school plant and other equipments together with accommodation, staff qualifications and library facilities for the elementary teacher training institution should be set-forth and prescribed to each and every institution (5.01)". Of course, this suggestion carried some weight since it points out the direction to future planners and executors. Nevertheless, it suffers from ambiguity because the available literature does not mention any suggestion which could be easily implemented in this perspective.

The committee to evolve model syllabi for elementary teacher education (39) has dealt with this problem. The report, in the XII chapter, prescribes some essential features for the elementary training institutions. Apparently the explicit reference



of the report seems sound in nature but a careful analysis of the subject shows its practical difficulties. These difficulties are as follow:

1. There is no detailed description of all equipments needed particularly for the implementation of the teaching-techniques and methods of teaching.
2. It is impossible to follow all those plans in a country having limited financial resources and still limited budget allocations for teacher education programmes.

In spite of the above mentioned difficulties, a few more pertinent questions may be noted here. What type of reorientation and re-education of the teacher educators is needed? And who is going to do so? What should be the appropriate methods of teaching elementary school classes and large classes to meet the requirements of the single-teacher schools?

5.d) Suggestions for Further Study:

On the basis of the issues raised above (5.c) the investigator could dare make certain suggestions for further study and investigation into the related problems of teacher education in general and student teaching in particular. These may be listed below:

1. Similar studies on total programme of student teaching should be attempted in other geographical areas of the State.
2. The minimum facilities required for the proper implementation of the student teaching programme may be worked out.
3. The real needs of teachers in single-teacher schools have to be studied again in the context of the existing

circumstances in order to lay down the specific objectives of student teaching programme.

4. Methods and techniques suited to single-teacher schools should be evolved through experimentation and research.
5. The nature and type of orientation programme for teacher educators should be chalked out considering their needs and tasks, which are involved with respect to student teaching.

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APPENDIX 1: THE QUESTIONNAIRE

बिहार के सारण जिले में अभ्यास-पाठ (Student Teaching) के संगठन
और प्रशिक्षण की प्रक्रिया -- एक आलौचनात्मक अध्ययन ।

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१. प्रशिक्षण विद्यालय के सर्वेध की सामान्य सूचनाएँ

- १- विद्यालय का नाम
- २- विद्यालय का ग्रन्थालय
- ३- विद्यालय का प्रकार
 - (क) पुरुषों के लिए
महिलाओं के लिए
सहशिक्षा के लिए
 - (ख) यदि बुनियादी हो तो पुनियादी प्रशिक्षणशाला
में परिवर्तित होने का वर्ण
- ४- विद्यालय की अवस्थिति
ग्राम । शहर ----- पौस्ट -----
अगर प्रमण्डल ----- जिला -----
- ५- विद्यालय के स्थापना की तिथि
- ६- प्रशिक्षण का प्रकार = (किस प्रकार के प्रशिक्षण की व्यवस्था है ?
निम्न प्रपत्र में सूचा है)

क्रम	प्रशिक्षण का प्रकार	प्रशिक्षण की अवधि	प्रशिक्षण के ग्रन्थालय की तिथि	किन वर्गों तक शिक्षण की व्यवस्था है ?
				वर्ग १ से ७।८ । अन्य

(v) विद्यालय के कार्य-संग्रह के रूप में शुल्क :-

प्रशिक्षण के प्रारम्भ की तिथि(माह)	प्रशिक्षण की समाप्ति की तिथि(माह)	दिनों की संख्या	विषयों के विधाण की दिनों की संख्या	वर्षासु पाठ के छह दिनों की संख्या	वर्षासु पाठ प्रत्यान की बर्वाध
१	२	३	४	५	६
					-- से -- -- से --

वन्य सहपाद्यज्ञ विद्यार्थों के दिनों की संख्या	दृष्टिगतों के दिनों की संख्या (कृपया दृष्टि की तात्पुत्रा नै अन करें)	वन्यान्य
७	८	९

- a) सथा ज्यन्तिा -
 b) समारौद
 c) इक्कुदि अवधान
 d) प्रसार चिना
 e) चिना सप्ताह
 f) वन्य

कुल *****

c) कृपया विद्यालय की कार्यालयिक संलग्न करें -

१८

शिद्वाक का शिद्वाक दी
नाम यान्त्रका

वायुनिया
विभाग

वायुनिया
विभाग

वायुनिया
विभाग

विशेष वया निरीदापा
उगम ५० | शाला

श्रैदिक
बैनिया
उच्चं -
वायुनिया
विभाग

विशेष वया प्राप्ता
सेवा में
प्रशिद्धा
प्राप्त

श्रैदिक
बैनिया
उच्चं -
विशेष वया
प्रशिद्धा
प्राप्त

श्रैदिक
बैनिया
उच्चं -
विशेष वया
प्रशिद्धा
प्राप्त

- ३ -

शिद्वाक - विवरणी

१९

अन्यसंस्कार

अन्यसंस्कार -	शाला को नाम बोर फता	प्रशिद्धाण विशालय से उच्चासुशाला ली दीर्घी ०	विद्यालय की द्वितीयति उच्चासुशाला ली दीर्घी ०	हेल का मिदान है या नहीं ?	उच्ची - हिदाण दी विशालय की उच्चासुशाला ली दीर्घी ०	किस वर्ष तक विशालय का के लिए वै पराइदीय विशालय की परिभद उच्चासुशाला की परिभद स्थीरता है । सु प्रा०
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अन्यसंस्कारों के सम्बन्ध में सामान्य सूचा है :-

- ४ -

विशालय में	विशालय का हिदाण के उपादान के परिषद है ।
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विशालय का मिदान है या नहीं ?	उच्ची - हिदाण दी विशालय की उच्चासुशाला ली दीर्घी ०	किस वर्ष तक विशालय का के लिए वै पराइदीय विशालय की परिभद उच्चासुशाला की परिभद स्थीरता है । सु प्रा०	किस वर्ष तक विशालय का के लिए वै पराइदीय विशालय की परिभद उच्चासुशाला की परिभद स्थीरता है । सु प्रा०	१०
३	४	५	६	७
८	९	१०	११	१२
१३	१४	१५	१६	१७
१८	१९	२०	२१	२२

त्रिलोकीया

२.३

८५

उन्धास कियाल्ये कि शिक्षाओं की और ज्ञाना सम्बन्धी

बाप के अध्यारुपतातों के इन्द्रियों की ओरकानुसार संख्या क्या है ?

प्रश्नांकित

प्रश्नांकित

सातवें	१०	नदू-भैक्ष	नन्य	स्नातक	१०	भैक्ष	स्नातक	नदू-भैक्ष	अन्य
सातवें	१०	भैक्ष	पिलि	सी०	१०	पिलि	सी०	या०	पिलि

- २.४ क) क्या अप्यासशाला आपकी नियंत्रण में है ? () क
 ख) क्या अप्यासशाला के शिदाकों का स्थानान्तरण और पदस्थापन आपकी अनुसंधा से होता है ? () ख
 ग) क्या अप्यासशालाजॉ के शिदाकों के सामग्रज के लिए आपको छारा की गई कारबाह पर, जिला कार्यालय से सथासम्य निर्णीय हो जाता है ? () ग
- २.५ यदि अप्यासशाला आपके पर आप अपने समुक्ति नियंत्रण का ज्ञान पाते हैं, और इससे अप्यासशाला में कोई कठिनाई और अव्यवस्था उपस्थित होती है, तो इसके कारण और निकान के लिए अपने सुफाव दें।
- २.६ क) क्या अप्यासशाला अप्यास शिदाण के लिए उपयुक्त है ? () क
 ख) यदि नहीं, तो थोड़े शब्दों में उसके कारण हो द्वारा उसके समाधान के लिए सुफाव दें।

३.० अध्यास शिक्षण के सम्बन्ध में :-

- ३.१ आपने अध्यास पाठ प्रारम्भ करने के पूर्व अध्यास - शिक्षण (के कौन से उद्देश्य निश्चित किए थे । (जो छात्र नहीं हैं उसके सामने कौष्टक में () चिन्ह लगा दें)
- क) प्राक-सेवा के प्रशिक्षणार्थियों की प्रारंभिक या माध्य विद्यालयों के शिक्षण सेवा के लिए तैयार करना () क
- ख) प्रारंभिक मध्य विद्यालयों के क्रिया-कलाओं हें उनकी समस्याओं से अवगत कराना । () ख
- ग) प्रशिक्षणार्थियों के सेवारत होने पर सामान्य औसत विद्यालयों की समस्याओं के अन्तर्गत सूझा-बूझ से कार्य सम्पादन कर सकने की योग्य बनाना । () ग
- घ) प्रारंभिक विद्यालय के पाठ्यक्रम के अन्तर्गत सभी विषयों के अध्ययन की कलाओं में कुलता का विकास करना () घ
- ङ) एक शिक्षीय विद्यालयों के वर्ग-शिक्षक के रूप में तैयार करना । () ङ
- च) दहु-वर्गीय विद्यालय के शिक्षक के रूप में तैयार करना । () च
- छ) दहु-वर्गीय विद्यालयों के लिए शिक्षक तैयार करना । () छ
- ज) मध्य विद्यालयों के लिए कुछ विषयों के अध्ययन की विधियों से अवगत कराना । () ज
- झ) विषय शिक्षक के रूप में तैयार करना । () झ
- ट) एक सुशल शिक्षक बनने के लिए उन्हें हर प्रकार की सेवानिक प्रशिक्षणों से अवगत करना । () ट
- ३.२ यदि विषयार्थियों के अध्यास - शिक्षण के कोई बन्ध उद्देश्य हैं, जो ऊपर ३.१ में नहीं हैं, तो कृपया वर्णित करें - (वायरेक हो, तो बला से पृष्ठ संलग्न करें ।)

क्या अभ्यास-शिक्षण प्रारम्भ करने के पूर्व जाप इत्येक
विद्यार्थियों को या एक-एक विद्यार्थी-समूह को यह जानकारी
दे देते हैं कि वे हमें से किन उद्देश्यों को ध्यान में रख कर
पाठ-अभ्यास करने जायें ? ()

यदि ऊपर के प्रश्न का उत्तर हाँ मैं हूँ, तो दूसरा लंबित
करें कि 'विद्यार्थियों को हसकी जानकारी केरी की जाती है ?
(जावश्यक ही तो ललग से पृष्ठ संलग्न करें)

सैद्धान्तिक जानकारी से संबंधित

क्या अभ्यास-शिक्षण प्रारम्भ करने से पूर्व विद्यार्थियों
को निम्नलिखित सैद्धान्तिक विषयों के विषय-शीर्ष से संबंधित
पूरी जानकारी दे देते हैं ?

(सामने दिए गए वौचर्चक में उत्तर 'हाँ' या 'नहीं' में होगी)

क) शिक्षा मनोविज्ञान

- | | | |
|----|--|-------|
| १) | सीखने के सिद्धान्त और सीखने के नियम । | () १ |
| २) | प्रेरणा । (), अवधान ()
अभिहृति () । | () २ |
| ३) | बुद्धि और प्रयोगिता विभिन्नताएँ । | () ३ |
| ४) | आलोकों के किंवद्दन और वैज्ञानिक तथा वातावरण
का प्रभाव और हसकी प्रयोगिता । | () ४ |
| ५) | मानसिक स्वास्थ्य, थकान | () ५ |
| ६) | सैल और हसकी उपयोगिता | () ६ |
| ७) | अन्य (जिसे जाप महत्वपूर्ण समझते हैं लिखें) | |
| १) | | |
| २) | | |
| ३) | | |

४.२ ख) शिदाण-विधि

४.२।१ अ) शिदाण की विधियाँ

()१

आ) कृपया उन विधियों को बंकित करें, जिनके बारे में
पाठ-बन्धास करने के पूर्व जानकारी देते हैं ।

४.२।२ विधार्थियों के सहयोग प्राप्त करने के तरीके -

क) प्रश्न बौरे प्रश्न करने की विधियाँ

()क

ख) कहानी । नाटक अन्य प्रदर्शनी (शब्दचित्र, पाड़ल,
चाट, नक्षे इत्यादि के प्रयोग की विधियाँ एवं
संबंधित जानकारी ।

()ख

ग) इयामपटट बौरे उसके प्रयोग के तरीके

()ग

घ) हात्र-सहयोग प्राप्त करने के अन्य तरीके जौ यह
लिखे नहीं गए, बौरे आप उसकी जानकारी देते हैं,
उसे बंकित करें ।

४.२।३ अध्यापन की मूर्त रूप देने के लिए शिदाण उपादानों
के विभिन्न तरीके बौरे प्रयोग यथा चित्र, पाड़ल, चाट
अन्य दृश्य अव्य उपादान, उनका प्रदर्शन, प्रयोग बौरे
संरक्षण ।

()३

४.२।४ पाठ योजना बौरे उसे बनाने के तरीके

क) स्वं वगीय

()क

ख) बहु वगीय

()ख

ग) विभाय बौरे धृटे के बनुसार

()ग

घ) बन्धाय, यदि कोई हो तो बंकित करें

()घ

४.३ ग) शिक्षा के सिद्धान्त

- क) शिक्षा का लर्ण और इसके उद्देश्य () क
- ख) शिक्षण सूत्र () ख
- ग) अनियादी शिक्षा में समवाय () ग

४.४ घ) विद्यालय प्रबन्ध

- १) वर्ग व्यवस्था तथा बनुशासन () १
- २) शिक्षक-उसकी योग्यता और उसका व्यक्तित्व () २
- ३) एक वरीय शिक्षण विद्यालयानुसार शिक्षण () ३
के लाभ और उसकी सीमाएँ ।
- ४) परीक्षा और पूर्त्यांकन तथा उसके पाठ्यप से () ४
विद्यार्थियों की रूपियों को दूर करने के प्रयास ।

४.५ कला

- क) क्या बाष प्रियार्थियों जो साधारण शिक्षण उपादानों के तैयार करने का अभ्यास करते हैं ? () क
- ख) यदि क) का उपर हाँ तो लिंग कि उसका अभ्यास कैसे करते हैं और यह भी कि वे किन उपादानों के बनाने में बहुता निष्पुणता प्राप्त करते हैं ?

४.६ प्रसार शिक्षा

- क) क्या विद्यालय में प्रसार सेवा की सुविधा उपलब्ध है ? () क
 ख) क्या प्रत्येक "प्रशिक्षणार्थी" उसमें सक्रिय पाठ लेते हैं ? () ख
 ग) यदि (ख) का उपर हाँ हो तो, कृपया लिंग के प्रसार-
 सेवा में हर "प्रशिक्षणार्थी" वर्षा में कितना समय देते हैं
 और उसके अन्तर्गत कौन-कौन से कार्य सम्मानित करते हैं ?
 (आवश्यक हो तो वल्ग से पृष्ठ संलग्न करें ।)

४.७ अनुरक्षित पाठ्यक्रम

- क) क्या प्रत्येक "शिक्षणार्थी" के पास ग्राम्यक विद्यालयों
 के लिखनिधारीत पाठ्यक्रम की प्रति उपलब्ध है ? () क
 ख) यदि ऊपर (क) का उपर नहीं हो तो अंकित करें कि
 विद्यालय के पुस्तकालय में पाठ्यक्रम की कितनी प्रतियाँ
 उपलब्ध हैं ?

५. अभ्यास - शिक्षण ।

। : (संगठन संचयी)

५.१ आध अभ्यास शिक्षण की व्यवस्था कब और कितने दिन के लिए करते हैं ?	माह जब अभ्यास पाठ	अभ्यास पाठ के कार्य प्रारम्भ होता ।	दिनों की संख्या
पृथम वर्षा के छात्रों के लिए			
द्वितीय वर्षा के छात्रों के लिए			

५.२ अ) प्रत्येक शिक्षाधी^{*} कितने पाठ अध्यास के लिए देते हैं ?

- | | |
|--|---------------------------------------|
| क) एक वर्गीय शिक्षाण में | विभायानुसार () क |
| | वर्गानुसार () क |
| ख) अद्वयीय शिक्षाण | दो वर्ग का शिक्षाण () स |
| | दो से बचिक वर्गों () स
का शिक्षाण |
| ग) ४० और उचिक हात्र संख्या वाले
वर्गों के शिक्षाण में | () ग |

बा) क्या अध्यास पाठ की संख्या (निम्नतम) विभाग
द्वारा निर्धारित है ? यदि हाँ, तो क्या है,
लिखें । () २ बा

५.३ अध्यास शिक्षाण में कितना प्रतिशत समय दिया जाता है :-

- | | |
|---|--|
| क) सप्तवार्षी पाठ में | |
| ख) विभायानुसार शिक्षाण में | |
| ५.४ क) क्या सभी शिक्षाणाधीयों को प्रारम्भिक विभाग के
लिए निर्धारित पाठ्यक्रम के सभी मुख्य विभायों के शिक्षाण
का अवसर मिलता है ? | |
| ख) यदि (४) का उपरे हों हो, तो लिखें कि हर विधाधी [*]
अध्यास शिक्षाण का अधिक कितना समय देते हैं :- | |
| १) उथांग शिक्षाण में | |
| २) शारीरिक प्रशिक्षण और खेल में | |
| ३) पातुभाषा और राष्ट्रभाषा में | |
| ४) साधारण विज्ञान में | |
| ५) ज्यावहारिक गणित में | |

- ग) यदि ४ (क) का उत्तर नहीं हो, तो थोड़े शब्दों में लिखें कि
इसका कारण क्या है ?
- ५.५ क) क्या प्रशिक्षणार्थीयों को अध्यास विधालय में समयानुसार
आयोजित होने वाले समारोह में भाग लेने का बवार दिया
जाता है ? () ५(क)
- ल) यदि नहीं, तो क्यों ? (थोड़े शब्दों में लिखें)
- ५.६ क) क्या अध्यास शिक्षण के क्रम में प्रशिक्षण विधालय के
विधार्थी समूहों को अलग-अलग अध्यासशालाओं का पूर्ण
या आंशिक भार सौंपा जाता है ? () ६(क)
- ल) यदि हाँ, तो कितने दिन के लिए ? दिन
- ५.७ क) क्या अध्यास शिक्षण प्रारम्भ होने के पूर्व किसी निश्चित
तिथि से विधार्थीयों को अलग-अलग समूहों में विभक्त कर
विभिन्न अध्यासशालाओं में संलग्न कर दिया जाता है ? () ७(क)
- ल) क्या वे विधार्थी उस विधालय में कार्य अवधि तक रहते
हैं ? () ७(ल)
- ग) यदि नहीं तो, क्यों ? लिखें ।
- ५.८ क) क्या अध्यास - पाठ के दिनों में वे अध्यासशाला के शिक्षार्थी
के साथ अपना पूरा समय (कार्य अवधि का) घ्यतीत करते हैं ? () ८(क)
- ल) यदि हाँ, तो कैसे ? लिखें
- ५.९ प्रत्येक शिक्षणार्थी को कम से कम कितने विभिन्न विषयों
और वर्गों में बाठ प्रदान करने की वाबश्यकता समझी जाती
है ?

- ५.१० क) अन्यास पाठ प्रारम्भ होने पर , बहुधा प्रत्येक प्रशिदाणी
हर सप्ताह कितने पाठ प्रदान करते हैं ?
- ख) क्या इस प्रकार नियमित संख्या में रद्दोबदल होता है ? () १०(ख)
- ग) यदि हाँ, तो ऐसा क्यों कर होता है ? (लिखें)
- ५.११ प्रत्येक सत्र में प्रशिदाणीयों द्वारा कितने पाठ, अन्यास
के लिए प्रदान करने का अवसर प्रिलता है ?
(कृपया निम्न प्रपत्र में सूचना दें)

एक वर्गीय		बहुवर्गीय			
विषया- नुसार	वर्गी- नुसार	दो वर्गीकृता- शिदाण	दो से वर्गीकृत वर्गों का शिदाण	कुल संख्या	
१	२	३	४	५	६
प्रथम वर्ष					
द्वितीय वर्ष					

नोट : कृपया हर कालम में पाठ शी संख्या लिखते समय उपरके
नीचे कीष्टक में उन पाठों में दिश जाने वाले समय की
(घंटा बौर मिनट में) लिखें ।

प्र० १२ अन्यास शिक्षण के वन्तर्गत क्या प्रशिक्षणार्थीयों की अन्यासशाला के हात्रों और उनके अधिकारियों से व्यक्तिगत सम्पर्क स्थापित करने का कौई अवसर मिलता है ?

(ल) यदि हाँ, तो किस प्रकार ? (कृपया लिखें)

प्र० १३ आपके यहाँ अन्यास पाठ के निमित्त हर गुरु-हात्र की फौवल सक-एक घंटी है (अन्यासशाला की कार्यतात्त्विका के बनुसार) शिक्षण-अन्यास के लिए अवसर क्यों दिया जाता है ?

(कृपया लिखित करें)

प्र० १४ (क) क्या अन्यासपाठ प्रारम्भ होने पर (प्रशिक्षणार्थी) विद्यालय हात्रावास से बाहर रहते हैं ? () १४ (ल)

(ल) यदि हाँ, तो क्यों ? (कृपया लिखें)

प्र० १५ आपके प्रशिक्षण-विद्यालय में, अन्यासपाठ के लिए किन शिक्षण विधियों की बहुधा प्रयोग में लाया जाता है ?

शिक्षण विधि का नाम है

(क) विद्यानुसार शिक्षण के लिए

(ल) वकानुसार शिक्षण के लिए

(ग) बहुवर्गीय शिक्षण के लिए

(घ) ४० से ऊपर की हात्रसंख्या बाते वगों के लिए

५.१६ अन्यासशालार्थों की संख्या और छात्रों की संख्या को ध्यान में रखते हुए कृपया लिखें कि आप अन्यास पाठ का संगठन कैसे करते हैं ? (आवश्यकता पड़ने पर जलग से पृष्ठ संलग्न करें)

६.० प्रदर्शन-पाठ

६.१ क्या आप विधार्थियों के लिए अन्यास-पाठ प्रारम्भ करने के पूर्व प्रदर्शन पाठ की अवस्था करते हैं ? यदि हाँ तो ये पाठ कौन देते हैं और कितना (संख्या) ?

प्रशिदाण विश्व के शिक्षकों द्वारा,...	प्रथम वर्ष में	द्वितीय वर्ष में
अन्यासशाला के शिक्षकों द्वारा,....		
गुरु-छात्र (छात्रा द्वारा,.....		

(संख्या बंजित करें)

६.२ (क) आपके यहाँ पिछले तीन सत्र में प्रदर्शन पाठ कब-कब हुआ था (यदि संभव है, तो बंजित करें) और कितने समय के लिए ?

(ल) कृपया गत सत्र में प्रदर्शन पाठ के रूप में दिए गए पाठों का शीर्षक और साथ ही प्रयोग में लाई गई विधि । विधियों को बंजित करें ।

अ (प्रदर्शन पाठ के लिए दिए गए पाठ का शीर्षक और कौन-कौन से विधाय तथा प्रयुक्त की गई विधि था विधियों का उल्लेख करेंगे ।

१६६७-१६६८

६.३ प्रदर्शन - पाठ में आप प्रायः किन विधियों का प्रयोग करते हैं, (लिखें)

- ६.४ क) प्रदर्शनि पाठ के लिए क्या हँक वर्गीय(एक शिक्षाकीय) या अल्पवर्गीय (एक शिक्षाकीय) पाठ की व्यवस्था करते हैं ? ()४(क)
- स) यदि हाँ, तो उसकी व्यवस्था कैसे करते हैं ?
- ६.५ प्रदर्शनि-पाठ की व्यवस्था आप कहाँ करते हैं ?
(प्रशिक्षण विषयालय में या अध्यासशालाओं में
या दोनों द्वारा जगह सुविधानुसार) लिखें ।
- ६.६ क) क्या प्रदर्शनि पाठ (आदर्श पाठ) की पाठ-योजना
आप प्रशिक्षणार्थीयों में वितरित करते हैं ? ()६(क)
- ख) यदि ६(क) का उत्तर हाँ है, तो क्या वैसी पाठ योजनाओं
आरंभिक विषयालय में पाद्यक्रम के हर विषय से संबंधित
होती है ? ()६(ख)
- यदि कोई विषय विष्टुता रह जाता है, तो उम विषय
का नाम लिखें (-----)
- ग) यदि ६ (क) का उत्तर नहीं है, तो थोड़े शब्दों में लिखें कि
ऐसा करने में कौन सा व्यविधान उपस्थित होता है ?
- ६.७ क) क्या प्रदर्शनि पाठ अध्यास शिक्षण के प्रारम्भ होने के पूर्व
समाप्त हो जाता है ? ()७(क)
- स) यदि ऊपर का उत्तर नहीं, हो तो क्या प्रदर्शनि पाठ
अध्यास शिक्षण के साथ-साथ चलता है ? ()७(स)
- ग) यदि ७(स) का उत्तर हाँ तो उसकी व्यवस्था आप किस
प्रकार करते हैं ? (थोड़े शब्दों में लिखें)

- ६.५ क) क्या प्रदर्शन-पाठ की समालौचना होती है ? ()८(क)
- स) क्या सभी प्रशिदाणथीं समालौचना में भाग लेते हैं ? ()८(ख)
- ग) क्या समालौचना के विशिष्ट बिन्दुओं को सभी प्रशिदाणथीयों द्वारा वंकित किए जाने की कोई व्यवस्था है ? ()८(ग)
- घ) क्या समालौचना के अप में उठाये गए प्रश्नों का निश्चित हल निकाल लिया जाता है ? ()८(घ)
- इ) यदि ८ (घ) का उत्तर नहीं हो, तो थोड़े शब्दों में लिखें कि आषचियों के निराकरण में कौन-कौन सी कठिनाइयाँ व्याध्य मालूम पड़ती हैं। साथ ही उसके हल के लिए वपने कुछ सुझाव भी दे सकते हैं।
- ६.६ यदि सत्र १६६५-के दिन गरु प्रदर्शन पाठ की कुछ या कुल पाठ-योजनाएँ उपलब्ध हों तो वृप्या उसे संलग्न करें। यदि उपलब्ध नहीं हो तो नहीं लिखें। () ६
- ७.० १) पाठ योजनाएँ
- ७.१ प्रशिदाण विद्यालय के विद्यार्थीयों को पाठ प्रदान करने के लिए कितने दिन पूर्ण पाठ-योजना (तैयार कर लेना होता है ?
- ७.२ क) क्या उन्हें तैयार की गई पाठ योजना । योजनाओं को पाठ-प्रदान के पूर्व ही सभी कूट करा लेना पड़ता है ? ()२(क)

- स) यदि २ (क) का उत्तर हाँ, हो तो उनकी पाठ योजना कौन स्वीकृत करते हैं ? (जो लागू न हो उसे काट दें)
- १) विभाय शिक्षाक
- २) वे शिक्षाक जिनके बधीन उन विधार्थियों को किसी सास विधास-शाला में पाठ प्रदान करना पड़ता है ?
- ३.३ क) क्या सभी पाठ योजनाओं को स्वीकृत करने से पूर्व जांचा और देखा जाता है और शिक्षाक के सुफार के अनुसार उसका पुनर्लेखन कराया जाता है ? (३ (क))
- ख) यदि नहीं तो कितने प्रतिशत पाठ योजनाओं ने देखा और जांचा जाता है ? प्रतिशत में
- ४.४ क) क्या विधासय की कार्यतात्त्विका में कोई समय निर्धारित है, जब प्रशिक्षणाधी वर्ग-शिक्षाक । विभाय शिक्षाक या संबंधित अनुदेशक से अपनी पाठ योजना के बारे में राय ले सके और उसे स्वीकृत करा लें ? (४ (क))
- ख) यदि हाँ तो समय की अवधि क्या है ----- पंटे ----- पिनट
और सप्ताह में कितने दिन-----
- ग) यदि ४ (क) का उत्तर नहीं हो तो, लिंग कि :
- १) पाठ योजनाओं को कहाँ और क्या देखा जाता है ?
- २) क्या कार्यतात्त्विका में इसके लिए समय निर्धारित क्या जा सकता है ? (२ (ग))
- यदि हाँ, तो सप्ताह में कितनी अवधि के लिए ---- घंटा --- पिनट

६.

अध्यासशालाओं में हो रहे शिक्षण का अवलोकन ।

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- प्र० १ क) अध्यास शिक्षण प्रारम्भ होने के पूर्व तथा प्रदर्शन पाठ के पश्चात क्या आप गुरु-छात्रों को प्रशिक्षण विधालय के शिक्षार्थों की दैखरेख में प्राथमिक विधालयों के दैनिक क्रिया कलापों को अवलोकन करने का अवसर देते हैं ? () १(क)
यदि हाँ, तो कितने पाठ हर एक को अवलोकित करने का अवसर देते हैं कितने दिन पाठ का अवलोकन करने के लिए दिया जाता है ?
- ल) यदि हाँ तो, क्या गुरु-छात्रों को अपनी प्रतिक्रियाओं की किसी पुस्तका में अंकित करने की जाती है ? () (ल)
- ग) और क्या प्रशिक्षण विधालय के शिक्षाक-मण्डल की उपस्थिति में गुरु-छात्रों की प्रतिक्रियाओं पर परस्पर विचारों का लाभान-प्रदान होता है ? () (ग)
- प्र० २ क) क्या गुरु-छात्रों द्वारा प्राथमिक विधालय में हो रहे दैनिक शिक्षाक का अवलोकन प्रारम्भ करने के लिए पूर्व अवलोकन उद्देश्य और अवलोकन के लिए विशिष्ट अनुबोधों की बौरे इशारा कर दिया जाता है ? () २(क)
- ल) यदि हाँ, तो किन विशिष्ट अनुबोधों पर गुरु-छात्रों की ध्यान देने के लिए इंगित किया जाता है ? कृपया लिखें ।
- प्र० ३ क) क्या गुरु-छात्र समूदाय को उनसे संलग्न अनुषेषक हो रहे पाठ की विशेषताओं जौर उसकी सीमाओं के बारे में समझने में सहायता प्रदान करते हैं ? () ३(क)
- प्र० ४ यदि आपके यहाँ हस प्रकार पाठावलीकन की स्थापना नहीं हो पाती है तो ऐसा करने में कौन सी सम्भावित कठिनाई ?

यदि गुरु-छात्रों के द्वारा पाठावलीकन की स्थिरता चालू है तो कृपया अतलासं कि पाठ, जिसका अवलोकन करना होता है उसका चुनाव आप कैसे करते हैं क्या उसके लिए कौई पूर्ण निर्धारित योजना है ? यदि हाँ, तो उस योजना से हमें कृपया अवगत करायें ।
(आवश्यक हो तो जल्द से पृष्ठ संलग्न कर लें) ।

आपके दृष्टिकोण से यदि इस तरह पाठावलीकन करना आवश्यक प्रतीत होता हो, तो कृपया अतलार्थे कि अभ्यास-शिक्षण प्रारम्भ होने के पूर्व हर प्रशिक्षणार्थी कितने पाठ का अवलोकन

- क) बन्दूदेशनों की दैखरेख में करे.....
- ख) स्वयं कर लें.....

अभ्यास-शिक्षण का निरीक्षण

उद्देश्य : निरीक्षण के

आपके दृष्टिकोण में अभ्यास-शिक्षण के निरीक्षण के रूप से उद्देश्य है, तो वे कुछ विचार दिए गए हैं (जो आपके यहाँ लागू नहीं हों, उसके सामने दिए गए कौष्ठक में () लगा दें)

- १) प्रशिक्षणार्थियों के अभ्यास-पाठ विषय के बाह्यिक पूर्णांकन के लिए । ()
- २) अध्यापन की ऋताओं में कुशलता का विकास करने के लिए प्रशिक्षणार्थियों का (पूर्व-सेवा-प्रशिक्षण अधिक में) सम्यक मार्ग-दर्शन प्रदान करने हेतु । ()
- ३) प्रारम्भिक विषयालय की समस्याओं से अवगत कराते हुए गुरु-छात्रों को एक सफल शिक्षाक बनने में सहायता पहुंचाने के लिए । ()

प्रध्यविधालयों के लिए कुशलता पूर्वक विषय शिक्षण में पट्ट

बनाने के लिएनिर्देशित अभ्यास कराया ।

()

अन्य कोई है, तो लिखें

क्या अभ्यास शिक्षण प्रारम्भ करने के पूर्व विभिन्न अभ्यास -

शालाबाँ से संलग्न विद्यार्थियों को प्रशिक्षण विधालय के

सम्बद्ध अनुदेशकों के साथ अभ्यासशालाबाँ से सम्पर्क स्थापित

किया जाता है ?

() २(क)

क्या प्रशिक्षण विधालय के छात्र - समूह का ग्रिह्य

अभ्यासशाला के शिक्षाकों से कराया जाता है ?

() २(ख)

यदि (क) और (ख) का उत्तर हो है, तो लिखें कि कैसे ?

क्या अभ्यास शिक्षण का निरीक्षण करते है :-

अभ्यासशालाबाँ में संलग्न किए गए अनुदेशक

() ३(क)

अभ्यासशालाबाँ के प्रधान शिक्षाक

() ३(ख)

अभ्यासशालाबाँ के शिक्षाक

() ३(ग)

क्या अभ्यास शिक्षण का निरीक्षण करते है । प्रशिक्षण

विधालय के संबंधित विषय शिक्षाक

() ४

अभ्यास शिक्षण के निरीक्षण के निमिप तर अनुदेशक के

साथ कितने गुह - छात्रों के दैनिक पाठ निरीक्षण का

दायित्व रहता है ?

एक अनुदेशक से संलग्न विद्यार्थियों की बास्त संस्था -----

निरीक्षण के लिए कुल दैनिक पाठ धंटियों की संस्था -----

क्या एक अभ्यासशाला में, हर वर्ग में एक साथ की हो रहे
अभ्यास पाठ का निरीक्षण और पूर्खांकन कर लिया जाता
है ? ()५(ब)

यदि नहीं, तो कितने प्रतिशत पाठों का निरीक्षण कर
लिया जाता है ?

यदि ५ (ब) का उत्तर नहीं हो, तो शेष पाठ टीकाओं का
पूर्खांकन कैसे किया जाता है ? (लिखें)

यदि ५ (ब) का उत्तर हाँ हो, तो क्या इसमें कौन्ह नठिनाहौ महसूस
होती है ? (लिखें)

क्या एक पाठ को पूरे समय (पाठ धंटी) तक अवलोकन किया
जाता है ? ()५(च)

यदि हाँ, तो हर विद्यार्थी के कितने प्रतिशत पाठ का इस प्रकार
निरीक्षण होता है । ----- प्रतिशत में

क्या बापके हारा हर विद्यार्थीयों के पाठ निरीक्षण के
के लिए अलग-अलग पाठ धंटियों नियमित की गई है ? ()६(क)

यदि हाँ, तो एक विद्यार्थी के कितने पाठ प्रति सप्ताह
पूर्ण रूप से निरीक्षित किये जाते हैं ? (संख्या अलार्यें)

और यह भी कि एक विद्यार्थी का दूसरा पाठ कितने दिन के
अन्तर पर पूर्णतः निरीक्षित किया जाता है ? (लिखें)

क्या निरीक्षक छपने विशिष्ट विषय से संबंधित पाठों
का ही निरीक्षण करते हैं ? ()७(क)

- ६) यदि हाँ, तो वन्य विषायों से संबंधित पाठों का निरीक्षण कैसे करते हैं ? (लिंग) -----
- ग) यदि (क) का उपर नहीं मैं हूँ, तो हर विषायों से संबंधित पाठों के मूल्यांकन के लिए कैसे साथ आशार निश्चित किया गया है ? (कृपया लिंग)
- ६.८ अभ्यास शिक्षण तथा पाठ निरीक्षण के उद्देश्यों को ध्यान में रखते हुए आप अपने सुफाब दें कि....
प्रतिदिन इक लनुदैशक ढारा कितने पाठों का कुशलतापूर्वक निरीक्षण किया जा सकता है ? संख्या
- ६.९ वर्तमान व्यवस्था के क्षुम्भार आपके बनुदेशों से प्रतिदिन औसतन कितने पाठ का निरीक्षण करने की आशा की जाती है ?
- ६.१०
- क) क्या अभ्यास शिक्षण के क्रम में, पाठ का अबलौकन करते समय, पाठ की विशेषताओं और कमियों की विषाधियों की पाठ-योजनाओं पर ध्येयिता किया जाता है ? () १०(क)
- ख) यदि हाँ, तो क्या इसके लिए कौई विशिष्ट प्रयत्न है ? () १०(ख)
- ग) यदि है, तो कृपया उसका व्यापरा यहाँ दें ।
- ६.११ कृपया अंकित करें कि प्रशिक्षणाधियों ने कितने पाठ (संख्या दें) निरीक्षित करते हैं :-
- क) प्रशिक्षण विधालय के बनुदैशक -----
- ख) अभ्यासशाला के प्रधान और शिक्षक -----
- ग) कौई वन्य यदि है तो (लिंग) -----

- ६, १२ क) क्या निरीक्षण के क्रम में वर्ग शिदाक अनुदेशकों और गुरु-छात्रों को सहायता प्रदान करते हैं ? () १२ (क)
- ल) यदि हाँ तो वह सहायता किस प्रकार की होती है,
लिखें -----
----- |
- ग) अध्यासशाला के शिदाकों से सहयोग प्राप्त करने के लिए आप क्या करना चाहते हैं ? (लिखें)
- घ) अध्यासशाला के शिदाक समूदाय से निरीक्षण में सहयोग प्राप्त करने में कौन सी कठिनाइयाँ वृद्धिगत होती हैं और उसे दूर करने के लिए आपके सुझाव क्या हैं, (लिखें) आवश्यक हो तो बलग से पृष्ठ संलग्न करें ।
- ६, १३ क) क्या अध्यास शिक्षण के पश्चात सम्बन्धित अनुदेशक और उनसे संलग्न गुरु-छात्र एक जगह इकट्ठा होकर पाठ-निरीक्षण के बारे में विचारों का आदान-प्रदान करते हैं ? () १३(क)
- ल) यदि हाँ, तो सेवी गोष्ठियों में बीसठम कितने पाठ के बारे में विचार हो पाता है ?
संख्या -----
- ग) क्या ऐसी गोष्ठी के लिए सप्ताह में कौही दिन निश्चित है, यदि हाँ तो सप्ताह में कितने दिन ----- दिन में

उथोग और ललित कला तथा संगीत पर आधारित पाठ
मा निरीक्षण करने के लिए क्या कोई दूसरी व्यवस्था
है ? यदि हाँ तो उभया निरीक्षण कीन करते हैं ?

आपके शुरु - कान्वों के अन्यास शिष्टाचार मा निरीक्षण के
होता है, इसकी जानकारी कृपया दें (लिंग)